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ABSTRACT

This theme issue focuses on the challenges and opportunities of online technology as it is used by teachers and students in rural classrooms in Alaska, Arizona, Colorado, Georgia, Mississippi, New Mexico, South Carolina, and Vermont. "Computer Country" (Cynthia Baughman) is an overview of online collaborations of teachers in the Bread Loaf Rural Teacher Network. "Rural Teachers and Students: Connecting and Communicating" (Rocky Gooch) answers teacher questions on the classroom use of BreadNet, Bread Loaf's telecommunications network. "Student, Teacher, and Community Growth at Ganado Intermediate School: An Interview with Susan Stropko" (Chris Benson) describes professional development, technology implementation, student involvement, and goals of a Navajo school in the Bread Loaf network. "Native American Literature and Learning: A Multicultural Sharing" (Lucy Maddox) reports on the networking of Native American teachers. "Walking in Two Worlds: Poetic Explorations across Distances and Differences" (David Koehn) describes how a poem by a Navajo poet galvanized Alaska students to begin an online inquiry into the experience of biculturalism. "Writing with Telecommunications: Crossing Institutional Boundaries" (Ceci Lewis) describes collaborative writing projects that link high school and college students. "Rural Challenge Network: Reaching Out" (Anthony Kennedy, Natasha O'Brien) relates how principals and teachers in Alaska use networking for school reform and a pedagogy of place. "Cross-Age Conferencing: A Literary Inquiry" (Michelle Wyman-Warren) describes online discussion of Joseph Conrad's "Heart of Darkness" by New Mexico high school students and Massachusetts college freshmen. "Listening to Students in the Connections Project" (Patricia Parrish) reports on an online writing exchange between middle-schoolers and preservice English teachers. Other brief articles include "Teacher Networking and Professional Development in Alaska: An Interview with Annie Calkins"; "Teacher Networks at Bread Loaf: The Endless Summer" (Diana Jaramillo); "Stepping Aside To See Ourselves" (Scott Christian); "Research for Action Submits Four-Year Report on BLRTN"; "'Exchanging Lives: Middle School Writers Online': A Review" (Chris Benson); "You Have Mail with Telecommunications" (Emily Quirion); "Between Two Schools: Poetry, Magic, Connection" (Doris A.

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Ezell-Schmitz); "Maple Syrup and Desert Sand: A Heritage Exchange" (Carol Zuccaro); "New Mexico and Alaska Border Jumpers" (Dianna Saiz); and "Andover Bread Loaf Writing Workshop Makes Annual Visit to BL" (Lou Bernieri). Includes 1997-98 announcements abut members, notes from state network meetings, 39 book and online resources on technology and education, and lists of rural teacher fellows. (SAS)

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BREAD LOAF

Rural Teacher Network

M a g a z i n e

Alaska Arizona Colorado Georgia
Mississippi New Mexico South Carolina Vermont

Networking across Boundaries

Rural Teachers and Students: Connecting and Communicating 4
by Rocky Gooch

Student, Teacher, and Community Growth at Ganado Intermediate School 7
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Writing with Telecommunications: Crossing Institutional Boundaries 14
by Ceci Lewis

Rural Challenge Network: Reaching Out 16
Anthony Kennedy and Natasha O'Brien

Plus more stories about the use of technology by teachers and students in rural classrooms.

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Middlebury College
Middlebury, Vermont
Fall/Winter, 1997

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From the Editor

by Chris Benson
Clemson University
Clemson, SC

Beginning in 1993, the Bread Loaf Rural Teacher Network has grown from its original 30 Fellows, all rural teachers, to close to 200 teachers, principals, and associates. The growth of the Network and the professional development of its members were, and continue to be, made possible by generous support from the DeWitt Wallace-Reader's Digest Fund. Another essential ingredient encouraging this growth and development is the avid use of electronic networking by Network members.

The advent of decentralized networks of teachers who use telecommunications to inform each other, to collaborate on curriculum, and to create professional development opportunities is a relatively new phenomenon. Founded in 1984, Bread Loaf's telecommunications system, BreadNet, was a pioneer in this networking technology and remains one of the most actively used network systems for English teachers in the country. Because telecommunications has had such a positive influence on the BLRTN, we have devoted this issue of *BLRTN Magazine,* "Networking across Boundaries," to stories about online technology as it is used by teachers and students in our classrooms.

Electronic networking is especially essential for rural teachers and students because it provides the opportunity to create informal, decentralized networks in which learning is connected to specific rural locations and cultures. For too long, rural schools and districts have been expected to follow the lead of urban and suburban models of learning, and the result has been greater consolidation of schools and the disappearance of small schools in rural communities.

Though the BLRTN promotes technology in education, no one in our network believes that technology or telecommunications can replace good teachers. Technology can be used, however, to increase the learning opportunities for students and teachers by contextualizing the learning and allowing rural teachers in remote locations to design their own rural curricula. For example, Navajo students in in the Southwest are using multimedia technology to incorporate the Navajo philosophy of learning into projects that meet the Arizona state standards. Tlingit students in Alaska and Navajo students in New Mexico are reading texts and writing to each other using telecommunications to explore the idea of living in two worlds, the one Native American and the other Anglo. Other BLRTN teachers are using telecommunications to connect their high school students in joint reading and writing projects with college students. These projects change the dynamics of schooling: electronic networking allows isolated teachers to find colleagues to work with, and teachers in remote geographical locations can collaborate with the click of a button. In schools across a single district, students can explore cross-age projects together. Principals in isolated rural schools can work with their colleagues in other locations who may face similar problems. Electronic networking removes the constraints that traditional centralized school systems place on teachers and students and creates opportunities to form new partnerships for learning.

Though technology creates opportunities for rural schools, it also presents new challenges for professional development. Each school will have to decide which technology and facilities it needs, and teachers ought to be leading this discussion because they will determine how and whether technology is used in the classroom. Through intensive summer training and extended investigation during the school year, BLRTN teachers have become knowledgeable advocates of instructional technology. They know what works and they know why it works. In this issue of *BLRTN Magazine*, "Networking across Boundaries," these teachers explain how electronic networking helps to create and sustain teachers' common professional interests and students' intensive academic inquiries. ❦

DeWitt Wallace-Reader's Digest Fellowships for Rural Middle and High School Teachers in Alaska, Arizona, Colorado, Georgia, and New Mexico

The Bread Loaf School of English of Middlebury College announces the sixth year of the Bread Loaf Rural Teacher Network. The Bread Loaf School is offering full-cost fellowships for rural middle and high school teachers. In addition, these teachers will be eligible to reapply in 1999 for full-cost fellowships for a second summer at any one of the three Bread Loaf campuses, in Vermont, Lincoln College, Oxford, and New Mexico. The DeWitt Wallace -Reader's Digest Fellows will spend their first summer session at the Bread Loaf campus in Vermont, taking two courses in writing, literature, or theater. Only full-time public school teachers are eligible. The DeWitt Wallace-Reader's Digest Fellowships for rural teachers will cover all expenses for the summer session: tuition, room, board, and travel. The 1998 Bread Loaf Summer session in Vermont runs from June 23 through August 8.

During the summer session, Fellows will receive training in Bread Loaf's telecommunications network, BreadNet, and will participate in national and state networked projects. Each Fellow will receive a $1,000 stipend to finance telecommunications costs, to make modest equipment purchases, and to finance the implementation of a classroom-research project in his or her school.

The mission of the DeWitt Wallace-Reader's Digest Fund is to foster fundamental improvement in the quality of educational and career development opportunities for all school-age youth, and to increase access to these improved services for young people in low-income communities.

Applications must be received by March 15, 1998. For application materials and a detailed description of the Bread Loaf program, write to:

James Maddox, Director
Bread Loaf School of English
Middlebury College
Middlebury, VT 05753
PHONE: 802-443-5418 FAX: 802-443-2060
EMAIL: BLSE@breadnet.middlebury.edu

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Bread Loaf Rural Teacher Network

Fall / Winter—1997

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Computer Country

by Cynthia Baughman
Middlebury College
Middlebury, Vermont

Editor's Note: A similar version of this article appeared in the Fall 1997 issue of Middlebury Magazine, *the alumni magazine of Middlebury College.*

Without leaving their own school, the students in Renee Moore's Mississippi 12th grade class "conversed" with students in South Africa during that country's first elections after apartheid. They also listened to Ladysmith Black Mambazo and compared the South African musical tradition to the Delta blues of their home. With a computer pipeline between two English classes, students in Soweto and students in the rural South compared apartheid and pre-civil rights segregation. Then they read two novels and commented back and forth by computer.

This innovative exchange, called the Freedom Project, is but one example of the creative teaching made possible by the Bread Loaf Rural Teacher Network (BLRTN). Last June, a hundred educators gathered at the Bread Loaf campus in Vermont at a conference on "The Teaching of English in Rural Schools" to hear and tell of similar experiences. When Renee Moore introduced herself, she talked about her students, at home in a school still segregated by race in fact, if not according to the letter of the law. She spoke for a mostly poor, all-black group of senior high school students who, nevertheless, had "virtually" followed their teacher out of Mississippi to Soweto, South Africa.

The Bread Loaf Rural Teacher Network

With generous funding since 1993 from the DeWitt Wallace-Reader's Digest Fund, Bread Loaf has been a critical force in the effort to improve instruction in rural classrooms in Alaska, Arizona, Mississippi, New Mexico, South Carolina, and Vermont. With grants totalling $5.1 million from the DeWitt Wallace Reader's Digest Fund the program will carry on through August 2001, adding new, outstanding rural teachers and expanding into two new target states, Colorado and Georgia. The new grant includes a significant increase in the effort to involve administrators in the network; their support for their rural teachers is vital. The Annenberg Rural Challenge has become a partner in this endeavor, providing financial support for participating teachers.

These teachers from rural America join others convening at Bread Loaf each summer. Approximately 400 concentrate on literature, writing, and theater arts. Some earn graduate degrees in English; all deepen their knowledge of literature and writing. For as many as five summers they work at Bread Loaf campuses in Ripton, Vermont; Lincoln College, Oxford, in England; and the Native American Preparatory School in Rowe, New Mexico. In addition, they learn how to use BreadNet, the telecommunications network that links the Bread Loaf community.

This technology serves as an important component in the learning that goes on in Bread Loaf teachers' classrooms. The computers are not, however, the center of the learning. Best used, they become invisible, merely the means to better writing and reading, better understanding of the great literature of the world and the thoughts that have produced it. In electronic sites on BreadNet, students engage in ongoing online dialogue with other Bread Loaf classrooms, sometimes in the same state, sometimes on another continent. Determined, dedicated teachers are met by students who want to learn. Hard work has a lot to do with the learning. What happens in these classrooms is, nevertheless, a miracle.

A Sense of Place

"When students in Alaska and Vermont compare their reactions to *Romeo and Juliet* or to *The Diary of Anne Frank*, they labor for clarity and specificity," says James Maddox, director of the Bread Loaf School of English and director of the BLRTN. "They learn to see their own rural places with fresh eyes."

The places rural teachers work can make them feel alone, as well as short of the resources available to many, though not all, teachers. (Those working in poor urban areas, ironically, experience very similar challenges.) Thus, Bread Loaf's mission for rural education is twofold: to improve the quality of education in the classroom, and to make possible professional development for rural teachers. Teachers often operate in schools that are far from ideal, and technology can be an important part of the learning for their students and for themselves.

These teachers walk a tightrope, committed not only to their classrooms, but also to their communities. In rural areas teachers sometimes feel themselves outsiders, sometimes insiders. Being members of the BLRTN helps them negotiate their feelings about those positions either way. Bread Loaf can revitalize their teaching, making the familiar for insiders seem strange and exciting again; it can also make outsiders feel connected.

Some teachers have had to learn to accept their differences as teachers in schools where no one else is involved in BreadNet. "Word gets out. Kids talk. You know if you're not in Steve's BreadNet classes, you're missing out," says an Arizona principal about one of his teachers. "He

doesn't have tardy problems. He doesn't have disciplinary problems." Most of rural America is not on the information highway, while these few outstanding teachers who attend Bread Loaf have access to resources others don't have. That can be unsettling, even threatening to other teachers. "Is the person returning from Bread Loaf with the great ideas going to be a loner or a leader?" asked one conference participant.

Susan Stropko, principal of Ganado Intermediate School on the Navajo reservation in Arizona, goes to enormous efforts to help the Bread Loaf teachers return to a school where their leadership is wanted, where preliminary teaching about technology has already taken place for those who cannot travel to Bread Loaf, where the returning emissaries are greeted as people who can help their colleagues and especially the students they all care about educating [see interview with Susan Stropko in this magazine, page 7]. Receptive groundwork is vital and, at least in Ganado, seems to be effective in spreading the techniques and ideas that improve learning in rural areas. One of the most successful of these techniques is direct online discourse between students in different schools.

Online Discourse

"Online discourse that is not 'pen-pal-ish' is producing a kind of dialogue that is not occurring in the classroom otherwise," says Dixie Goswami, coordinator of the BLRTN. "It's not business as usual." Students often work harder, knowing their writing will go on line. And, when all they know about one another is what they write, students learn words matter.

Members of Renee Moore's class have also corresponded with "classmates" in Vermont, whose differences from the Mississippi students were perhaps as significant as those of the Soweto "classmates." The groups wrote what they thought the other students were like, never having met their kind. Their prejudices bared, they then discussed William Shakespeare's *The Merchant of Venice,* inquiring into the sources of prejudice in that play—and, in fact, even asking whether the play itself was an example of prejudice.

Anne Gardner's high school English students in Georgetown, South Carolina, intrigued teachers with their online discourse. "I didn't do anything. It was the kids," says Anne of the attention paid to the computer dialogue that evolved between her class and a distant one taught by another Bread Loaf teacher. Anne started posting the transcripts of these computer conversations outside her classroom on unused bulletin boards, and people started reading. Teachers began asking what it was all about, and students became the teachers of teachers, explaining online communication.

Continuing Challenges

The scale and diversity of challenges in rural education are staggering. Wisely, Bread Loaf has no interest in quick fixes; it cares about teaching and change in teaching that can be sustained. The urgency of a teacher's desire to get on the technology train and get moving is met with measured, practical suggestions for how to move forward; if a school can afford only one computer, put it in the teacher's home; if a little more money is available, put one or two computers in a classroom. Filling a laboratory with state-of-the-art computers is not a good allocation of resources without a budget for technology training of at least 30 percent (typically, 95 percent goes to equipment and only 5 percent is designated for training, resulting in underused resources).

Cultures that are different and the same, language that is powerful in the hands of rural students as well as Shakespeare, literature that sheds light on others and ultimately on oneself—all this is within reach of these remote rural schools with the help of the Bread Loaf School of English, its technology, and the heroic teachers scattered in very distant trenches as they lead the charge for learning. ❦

Principals and Administrators at the Conference on the Teaching of English in Rural Schools — Bread Loaf, June, 1997

Lenny Allsbrooks, Rio Rico High School, Rio Rico, AZ
Alice Angney (Superintendent), LaMoille South Supervisory Union, Morrisville, VT
Joan Assey, Director of Development, Richland District 2, Columbia, SC
Nicholas Cheromiah, Laguna Middle School, Laguna, NM
Patricia Chesbro, Palmer High School, Palmer, AK
Richard Clement, Schoenbar Middle School, Ketchikan, AK
Ricque Finucune, Pojoaque High School, Pojoaque, NM
Daniel Fontes, Calabasas Middle School, Rio Rico, AZ
Mr. Gabaldon, Academy at Santa Cruz Union Valley High School, Eloy, AZ
Alfredo Garcia, Pojoaque Middle School, Pojoaque, NM
Renae Humburg (Superintendent), Sierra Vista Public Schools, Sierra Vista, AZ
Anthony Kennedy, Ketchikan High School, Ketchikan, AK
Paul Logan (Vice Principal), Waccamaw High School, Pawleys Island, SC
Bernier Mayo, St. Johnsbury Academy, St. Johnsbury, VT
Jane Phinney, Ripton Elementary School, Ripton, VT
Jeffrey Place, Peoples Academy, Morrisville, VT
Carolyn Renteria (Superintendent), Estancia, NM
Ernest Renteria, Mountainair High School, Mountainair, NM
Ted Riggen, Barre Town School, Barre, VT
Susan Stropko, Ganado Intermediate School, Ganado, AZ
David Sullivan, Ocean Springs High School, Ocean Springs, MS
George Troxel, Palmer Middle School, Palmer, AK

Rural Teachers and Students: Connecting and Communicating

by Rocky Gooch
BLRTN Telecommunications Director
Middlebury College
Middlebury, VT

"What the Bread Loaf Rural Teacher Network is NOT is a network of a hundred thousand people, whose messages on line are faceless. What we ARE is a very small network (several hundred members) of like-minded individuals who share common beliefs, who read common texts, who share a love of literature and writing. We have a unique bond. We focus not primarily on technology but on content and curriculum . . . on students and their learning. That's what drives the Rural Network—not the technology, although we could not function as we do without BreadNet to keep us together and to bring our students into this learning community."

—Doug Wood, 1997 Conference on the Teaching of English in Rural Schools, Vermont

Doug Wood, who taught at a middle school in South Carolina before he began doctoral studies at Harvard in 1995, is a Bread Loaf graduate ('97) who has been a technical consultant to the Rural Teacher Network since 1994. Doug is right when he says the focus of BLRTN is content and curriculum; he's also right when he says that BreadNet is a necessary tool that we use to connect and communicate, which we do with great intensity and regularity. Contributors to this issue of the *Bread Loaf Rural Teacher Network Magazine* demonstrate the resourcefulness of teachers and students who use BreadNet—and its flexibility. In the context of their articles, I want to try to answer several questions frequently asked about BreadNet and the Rural Teacher Network.

—What do teachers who integrate computer conferencing into their teaching require, in terms of training and support?

Teachers let us know very quickly that integrating computer conferencing into their teaching and their professional and social lives is a demanding and time-consuming task. They require a user-friendly system with plenty of technical support in the form of phone calls, troubleshooting, visits to their classrooms and, in some cases, their homes. And they ask for fairly intensive training in computer conferencing at the Bread Loaf campuses, preferably reinforced by networked Bread Loaf courses in literature and writing.

BLRTN technical consultant Doug Wood

Using BreadNet as a teaching and learning tool has been described as a developmental process, which is not to say that every teacher follows the same pattern in the same sequence. Generally speaking, it works this way. Teachers who are enrolled in their first Bread Loaf summer session in Vermont come to the Computer Center regularly for six weeks for individual or small group sessions, depending on their level of expertise. Some of these teachers are in networked classes, which reinforce and deepen their understanding of how computer conferencing promotes conversations about literature, writing, and theater. During the summer, all first-year BLRTN teachers begin communicating, and teachers plan BreadNet exchanges that will take place during the academic year. Two or three teachers choose a topic or theme and usually limit the exchange to one class or group of students each. Teachers spend some time on line planning, adjusting schedules, talking about what's happening among their students, and figuring out exactly what works best for them and their students, given constraints such as equipment, time, and support. Some teachers ask for transcripts of their online exchanges, and—with their students' help—analyze what they find there as a prelude to planning the next exchange, which may be with a different set of teachers and students on a different topic entirely. Gradually, over a period of two or three years, teachers experiment with different approaches and techniques in the exchanges, including students in planning and decision-making. They are aware of issues of privacy, censorship, inappropriate student access, and technology costs: they are critical users of technology.

Some rural teachers become recognized as experts in their schools and districts: they lead technology planning and become advocates for using technology in thoughtful and productive ways; they offer workshops and invite colleagues to join in BreadNet exchanges. They become aware of culturally sensitive issues and of ways that pedagogies and as-

sumptions can clash on line. BLRTN teachers form a group of reflective teachers who have much to offer policy-makers, planners, and practitioners: they are capable of evaluating software and commercial programs—and BLRTN exchanges. A number of BLRTN teachers are in the process of creating online literature and writing courses for middle and high school students.

Does the reading and writing going on in classrooms decrease as students participate actively in BreadNet exchanges?

So far as we can determine, students read and write more frequently when they are part of active exchanges. The actual BreadNet exchanges are the tip of the iceberg. Most of the learning activity related to an online exchange takes place in the individual classrooms: reading, discussing, writing, interpreting, analyzing, and presenting. The distillation of these activities and further refinement of the ideas are what actually take place on line. Quite often the culminating event in an online exchange is a hardcopy publication of student writing that is generated and revised through the collaborative experience.

Aside from BreadNet exchanges and projects involving students, how do BLRTN teachers use BreadNet?

Random checks indicate that at least 70% of BLRTN fellows, network leaders, and staff log-in at least once a week; about 25% log-in every day. Here's a rough description of major activities on BreadNet: social interaction; conversations about practice, theory, and research; collaborative inquiries; drafting, writing, and publishing; planning exchanges; sharing resources; exploring ideas, texts, and issues. BreadNet activity is shaped by participation in the six-week summer sessions; technical training; state meetings; audio-conferences; phone calls; letters; manuscripts and student writing exchanges by mail; videotapes; the *BLRTN Magazine*; and classroom visits. A few of us use BreadNet infrequently, for one reason or another, but remain important members of the Rural Teacher Network.

BLRTN is a flexible, generative model for professional development, with older members passing along their expertise to fellow teachers and administrators, students, and college faculty.

A few of the scores of BreadNet conferences as they appear in the FirstClass software

How about equipment and access? Do BLRTN teachers have comparable equipment and BreadNet access in their classrooms?

Although the situation is changing slowly, many BLRTN teachers are struggling with inadequate equipment, technical support, and access to the Internet. In school after school, we hear about plans to change all this; and in school after school, we learn of other needs: books, teachers, repairs, special programs. At its best, BreadNet presents an alternative to commercial programs that deplete time and resources and ignore good practice.

Every rural teacher's situation is different. A few teachers have five or six networked computers in their classrooms; others have limited access to networked equipment in their school libraries. Many teachers must use their home computers, with students typing messages and downloading them on disks that are taken home and sent out on BreadNet at night. We estimate that about a third of BLRTN teachers have Internet access and enough networked computers in their classrooms for students to participate actively and directly in collaborative work on line. One thing is clear: exemplary (and busy) rural teachers who form the Rural Teacher Network will not spend time, money,

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. . . Connecting and Communicating

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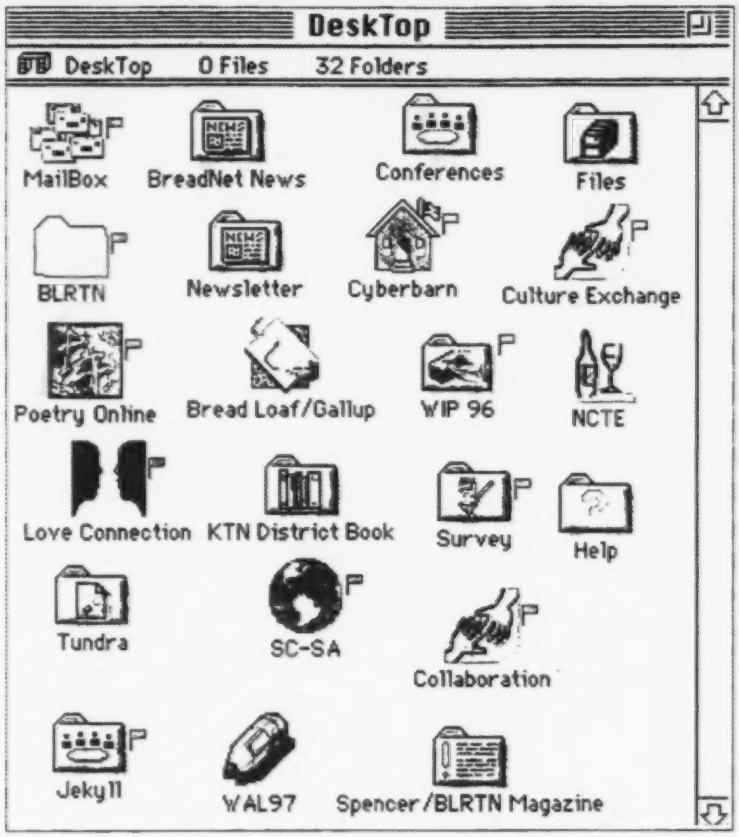
and energy on technology that does not provide them with some personal satisfaction and their students with opportunities for connecting and communicating that pay off in improved skills and understandings.

—How is BreadNet different from most K-12 networks?

BreadNet is a conferencing-based network. We use FirstClass Intranet Server (FCIS) because it supports a great variety of online activities. Rather than using email, BreadNet teachers are able to join or open a conference, which they do with minimal assistance from network administrators.

A teacher's personal mail is found in her BreadNet desktop in the "Mailbox" folder (see figure on right). Instead of logging into the network and using an email client like Eudora to open a list of mail which has to be sorted, saved, filed, and deleted, a BreadNet teacher logs-in, goes directly to her mailbox for personal mail from other Bread Loafers or from folks on the Internet, then quickly goes to conferences where current work is taking place. All messages that have been sent, for example, to the "Culture Exchange" conference are there waiting: older messages haven't been deleted, the new ones are identified with red flags; and topics of discussion within the conference can be threaded (grouped together). The teacher simply reads and replies to new messages, sends her students' new work to the conference, and then moves on to the next conference area that she's participating in. It's very easy to refer back to a previous message—there is no search for the lost printed hard copy, or search for a file with a forgotten label—just open the conference area again and the message is there.



Each Fellow in the BLRTN can receive mail in his or her personal mailbox (see upper left) and has access to numerous conferencing areas where collaboration can take place.

Students do not have BreadNet accounts: exchanges, conversations, collaborative publishing projects—all go through the teacher. Teachers, students—and parents—are comfortable with this process, which helps us avoid inappropriate or hurtful exchanges. Students are working on a document to be entitled "Golden Rules for BreadNet Exchanges," and we are now experimenting with a few student accounts.

BLRTN teachers have the experience and skills to guide schools as they invest in technology and design training programs for teachers and students: teachers should be brought into the decision-making process at all levels and provided with incentives to act as mentors and innovators. Technology budgets should reflect realities of integrating technology into teaching: 35% for teacher-centered teacher training; 65% for equipment and access, with the teacher training always taking precedence over equipment.

BreadNet is a meeting place for teachers and students, dedicated to encouraging young people to take pleasure in reading and writing. One goal of BreadNet is to promote and facilitate non-racist, culturally engaged teaching for teachers and students of all ages and backgrounds.

BreadNet may be accessed by virtually any type of computer, either over the Internet or via a modem. It is very user-friendly, and even the most stubborn technophobe can learn to surf conferences with a minimum of time, trouble, and anxiety. Accounts are given out, free of charge, to any student, graduate or faculty member of the Bread Loaf School of English who makes the request. ❦

Student, Teacher, and Community Growth at Ganado Intermediate School: An Interview with Susan Stropko

Editor's Note: In October, Ganado Intermediate School in Ganado, Arizona, on the Navajo Reservation hosted a gathering of Arizona BLRTN teachers. Between meetings I spoke to Susan Stropko, principal of Ganado Intermediate—one of five schools in a Bread Loaf-sponsored network funded by the Rural Challenge—about professional development, technology, students, and the goals of this consortium of schools.

Chris Benson: Please tell our readers a little bit about Ganado Intermediate School and the community of Ganado.

Susan Stropko: Ganado Intermediate School is in the Navajo Nation, in the northeast corner of Arizona. It's an isolated country of rugged red-rock canyons in the high desert at 6,500 feet of elevation. From Ganado, the reservation extends in the four directions from 35 to 120 miles. Teachers here live on campus in housing owned by the district. 515 children attend the Intermediate School, and about 2,200 K-12 students attend the four Ganado schools. 98% of our students are Navajo. The population in the surrounding area is about 5,500. Geographically, the district is unusually large, including families living as far as 35 miles away, and encompassing five chapters within our boundaries.

CB: And a chapter is . . . ?

SS: "Chapter" refers to the smallest branch of political subdivision in the Navajo tribe; it also refers to the land surrounding the chapter house, which to those unfamiliar with Navajo government would be something analogous to a town hall. Our district chapters are Klagetoh, Kinlichee, Cornfield, Steamboat, and Ganado. Some children travel even farther to attend our schools: from Wide Ruins, Greasewood, and Nazlini chapters, and from the Hopi land, all of which lie outside our boundaries.

CB: The Navajo Reservation is one of the most beautiful places I've visited. We hear a lot these days about the benefits of technology to rural people, especially those in isolated places like northeast Arizona. Yet rural schools are struggling not only to acquire technology but to figure out how best to use it. How have you used technology at Ganado?

SS: Four years ago we began to build a system of 100 networked Windows 95 work stations including two labs and computers in all classrooms. After becoming familiar with the curriculum materials on the market, teachers began to envision children using curriculum software, publishing their writing, creating multimedia projects, and communicating with the outside world. Our children are not yet as strong as we hope they will become in writing and reading. We work with children to build those skills by tapping into their strong visual and kinesthetic learning preferences. Multimedia technology, I believe, promises to help us accomplish our literacy goals. We've been working with this technology now for a few years. Our children write and publish with text and graphics. They have begun to use digital camera images in their publications. By the end of this year, after we have completed building our multimedia production lab, the students will learn more about scanning, processing audio and video, producing CDs, and creating a variety of presentations of their learning. Teachers here imagine students will soon use technology as a routine part of school—like they now use texts, pencils and paper. We have glimpsed the power of supporting excellent instruction with technology in our writing and publishing lab. For several years now, Jim Lujan has supported our 23 classroom teachers by working with all 500 of our children in the computer lab. The children have written thousands of pages about their lives here in the Navajo Nation. I see astounding progress, from observing some students laboriously penciling a few words on their wide-lined recycled paper six years ago to publishing fluent stories on laser printers today. The final step in building our local and wide-area networks will be to complete the telecommunications component. Some of our children have never been off the reservation, and telecommunications technology offers a way to connect with other people and other places.

CB: That sounds fairly sophisticated. What kind of staff do you need to do that?

SS: In our school, we hope that all adults will use technology, not just specialized staff members. In the same way that use of pencil, paper, and text materials could not be effective if only a few staff members knew how to use them, use of technology cannot be effective if only a few are comfortable with it. We are progressing. A few years ago, however, only a few staff members were comfortable with computers. Back then, the teachers who were most interested began to look more closely into technology applications. We called them the computer "lead learners." They investigated

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. . . Susan Stropko

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what was possible and desirable for our school, ordered software, experimented with it, and then offered what they had learned to the rest of the faculty. We dedicated the textbook budget one year to software acquisitions to support this process. The children began to use curriculum software. They continued to publish in the writing lab. Last year, in order to prepare a group of instructors to teach computer applications to our staff and 300 other district personnel, I taught graduate courses for the lead learners. This semester, our labs are open four nights a week for four community college and university computer courses taught by several of our lead learners. At the same time, the lead learners are preparing for the second-semester advanced courses by exploring multimedia production and telecommunications. We have created cycles of adult learning with the lead learners in the advance followed by waves of intermediate and beginning learners. This familiarity with technology has become evident in our classrooms, labs, and administrative offices. The quality of information processing, document production, and telecommunications has taken a quantum leap.

CB: Speaking of telecommunications, Ganado Intermediate is one of the five public schools that make up the Bread Loaf Rural Challenge Network, which is funded by the Rural Challenge. Are you linked on line with these schools yet?

SS: Several teachers have access to BreadNet including Bread Loaf Fellows Judy Tarantino, Nancy Jennings, Jim Lujan, and several other Ganado teachers involved in a research project funded by The Spencer Foundation. We have been communicating on line with others in the Rural Challenge Network, and Bread Loaf teachers are in the preliminary stages of online projects with our children and students in our partner Rural Challenge schools.

CB: What are your goals in linking teachers and the Ganado curriculum with the other schools in the Rural Challenge Network?

SS: Our goals have to do with adults' and children's learning. Our primary school goal is that our students will become literate. Toward this goal, the district supports teachers with the best professional development opportunities. The Rural Challenge Network affords teachers the exceptional opportunity to pursue professional development through teacher networks that Bread Loaf has established. The Rural Challenge Network emphasizes pedagogy of place and supports our work to integrate curriculum within the Navajo philosophy of education. We may think more deeply about our own culture through communicating across cultural contexts with the Rural Challenge Network partners who are in other interesting and unique places: Ketchikan, Alaska; Pojoaque, New Mexico; the Laguna Pueblo in New Mexico; and Ganado, Arizona. Each has a cultural background distinct from the others.

CB: What are those backgrounds?

SS: Our community here in Arizona is predominantly a Navajo culture with some Hopi influences. Laguna is a pueblo Indian tribe in New Mexico. Pojoaque combines local pueblo Indian culture with Hispanic and Anglo culture. And in Ketchikan, Alaska, there is the Tlingit Indian culture and the Anglo. Given the rich cultural and human resources these places represent, the Rural Challenge encourages us to strengthen our pedagogy of place, keeping education close to community wishes and needs.

CB: Do you mean "community wishes" as an alternative to state-mandated curriculum?

SS: In our case, we pursue integration of curriculum and culture within the framework of the state-mandated standards. Fortunately, the standards are not overly specific and this works for us. Community wishes and needs are as important as state-mandated policies— perhaps more important. The Annenberg Rural Challenge seems to encourage decentralized education.

CB: And is that your goal, too?

Susan Stropko, principal of Ganado Intermediate School, Ganado, Arizona

SS: As a small, rural and isolated district, we already are fairly decentralized. As a school we do receive law and policy direction from the state and the district. The state has mandated student achievement of the Arizona Academic Standards, but we exercise freedom in designing curriculum and in achieving the standards. Through a ten-year collaborative process with our four schools, support departments, parents, and community, we've developed a curriculum model, the Foundations of Learning, that places learning in the context of Navajo culture. We strive to integrate learning as described by the model, and that integration aligns us with local values.

CB: What are you learning from your partners in the Rural Challenge Network? Are you working closely with the other principals?

SS: We learn with our Rural Challenge partners when we meet with them and throughout the year. A large part of what I see in the partner schools is the impact that Bread Loaf has made, either through BLRTN or the Rural Challenge Network. Bread Loaf recruits excellent teachers to its fellowship programs and provides extraordinary graduate study. That has made a difference at the schools where these teachers teach. When the network teachers meet, they share information about the extraordinary learning projects they do with students. The stories are irresistible and generate a flood of connections, commitments, and new ideas within the group. The unique aspect of the Rural Challenge Network is that it explicitly includes principals in the network. The Rural Challenge Network principals are Anthony Kennedy of Ketchikan High School, Dick Clement of Schoenbar Middle School in Ketchikan, Ricque Finucane of Pojoaque High School, and Nick Cheromiah of Laguna Middle School. We are considering working together on an action research project. The Rural Challenge Network is about teachers' professional development, and it's about principals' and schools' growth too.

CB: Tell me a little bit about decentralization. On the one hand, as a member of these teacher networks, you're advocating for decentralization, yet at the same time you're uniting with other schools like those in the Rural Challenge Network, which is another kind of school "system." What is the difference between those two kinds of systems?

SS: There is a critical distinction. It's the difference between hierarchical organization and networked or webbed organization. In the hierarchy of most state or district systems, power and authority define relationships among participants and limit the extent to which individuals may participate in decisions and in creating the qualities of the learning environment. As policy is handed down through the layers of authority, it becomes less and less sensitive to the needs of the children and teachers, who are traditionally located at the bottom. Attempts are made through representative decision-making, committees, review processes, and public hearings to make policies sensitive and responsive. But the system, the hierarchical organizational structure, does not anticipate or allow for the fact that every individual, not just representatives, must interact mentally, dialogically, and emotionally with other individuals and with information in order to create change. I don't believe hierarchy fosters the best growth in people who share the common purpose of educating children. Networks seem better suited to that purpose.

CB: What is a network? What do you mean by that?

SS: A network thrives on lateral connections—regardless of rank—where relationships are based on shared purpose and interests, reasonable tasks, important dreams, mutual obligations. A network offers opportunity for people to connect with each other for good reasons, and because those reasons are important to the individuals, they create the changes needed to pursue their goals. Wherever participation is intense there is strong growth. The more links there are, the stronger the network is. If some connections break, if people leave or stop participating, for example, the network is still strong through other relationships and processes.

CB: So, in pursuing professional development, networks work more efficiently than hierarchy. To put it in metaphorical terms, you're describing the difference between how a chain works and how a net works: if a link in the chain breaks, the function and use of the chain is severely limited. That's hierarchy. But if there's a hole in the net, it still works more or less. That's a network.

A network thrives on lateral connections—regardless of rank—where relationships are based on shared purpose and interests, reasonable tasks, important dreams, mutual obligations.

SS: That network may work even better because the hole will cause new kinds of productive connections to form. There are many more opportunities in a network to generate collaborative relationships than there are in a hierarchy. The Bread Loaf Rural Teacher Network is an example of how well the model works for supporting teachers and schools. ❦

Native American Literature and Learning: A Multicultural Sharing

by Lucy Maddox
Georgetown University
Washington, D.C.

During the summer of 1997, a group of teachers who were spending the summer studying at the Bread Loaf campus in Vermont came together to discuss their common interest in teaching Native American literature to their students. The group, spearheaded by Cora Ducolon, brought a variety of needs and concerns to those initial meetings. Some were primarily interested in introducing Native American materials into their existing courses, some were interested in creating new courses with Native American components, and some were simply concerned with doing a more effective job of teaching the materials that were already in their curricula.

One result of those summer meetings was the establishment of a new conference on BreadNet, the telecommunications network of the Bread Loaf School of English. The Education NA conference, designed as an electronic extension of the face-to-face meetings in the Barn at Bread Loaf, has continued to reflect and build on the energy of the initial conversations. By providing a place for teachers to confer with each other and to solicit many kinds of advice, the conference is meeting a genuine need of teachers (K-12 and above) who want to bring more Native materials into their classrooms but are unsure about the best way to go about it.

Since many of us who are now teaching—perhaps most of us, at all levels—have had little or no formal training in Native American literature and history and may have gotten much of our information from Hollywood movies, we can approach the teaching of those materials with great insecurity, no matter how good our intentions. We don't always know what texts are available and which texts are sufficiently "authentic"; we don't always know if what we have learned about, say, the Blackfeet, also applies to other groups, such as the Navajo; in introducing Native materials to our students, we can often worry that we might be just plain getting it wrong and even perpetuating damaging stereotypes. Cora Ducolon spoke for many of her colleagues when she wrote to the conference, "There is nothing sadder than a white girl teaching Native American literature to a group of white students when no one in the room, including the teacher, has any real knowledge of the culture." Education NA has offered a safe place to raise questions, to try out teaching plans, to ask for advice about texts and approaches to them, to share both insecurities and areas of expertise. It has also been a place where everyone has been made aware that when we speak of the "culture" of Native Americans, we are in fact speaking of many widely varied practices, beliefs, and ways of living.

One of the many advantages of Education NA is that several of the regular participants teach Native American students; to date, teachers of Yup'ik, Athabascan, Tlingit, Navajo, and Laguna Pueblo students have contributed to the conversations. Some of these teachers have also arranged exchanges between their students and other students, both Indian and non-Indian. The conference thus expands that monolithically white classroom that Cora spoke of and allows teachers and students to listen to people who have "real knowledge" of cultural situations other than their own. The contributions of the Native students and their teachers are especially useful as a way of reminding everyone that there are often fundamental differences among Indian tribal groups and communities; their contributions help to make it clear just how vast and how truly multicultural a place "Indian

Lucy Maddox, professor of Native American literature, at Bread Loaf in Vermont

country" really is—and always has been.

One of the most energetic student exchanges arranged by Education NA teachers has been the "Walking in Two Worlds" exchange, about which David Koehn writes in this issue. In reading the students' writing about what it means to them to walk in two worlds—one Native, the other predominantly white—one quickly comes to realize that those two worlds multiply into many; the two worlds in which David Koehn's Inupiat students walk, for example, are not identical with the two worlds in which Bruce Smith's Navajo students walk, or Trevan Walker's Tlingit students. The dividing line between Native and non-Native may be drawn all over the map of the country, but what falls on either side of that dividing line varies significantly as one moves around the map—even the map of a single state.

At the same time, the contributions of the students are reminders that American students everywhere, no matter where they live or what their home language may be, share many of the same interests and concerns. It has been my sense, as the result of my participation in Education NA and other BreadNet conferences, that we teachers are often inclined to head as quickly as possible for this common ground, to look for the similarities among the differences, to encourage students to locate themselves in a larger world by finding the places where they can connect with others who are in most ways not like themselves. And while I sometimes become nervous about the rush to find "universals," fearing that in our haste we will elide the differences that make us who we are, I have also come to recognize that if we are to talk with each other across our differences, it is important to find a ground that will allow us to have genuine conversation.

This need for a common ground was brought home to me in an exchange that Lauren Sittnick and I arranged—through Education NA—between her Native students at Laguna Middle School in Laguna, New Mexico, and my graduate students (most of them white, and none of them Indian) who were taking a course in Native American literature at Georgetown University. Lauren and I agreed that her students would first write about superstitions they were familiar with at Laguna, and my students would respond; in the second phase of the exchange, the Laguna students would write imitations of the mixture of myth, history, and autobiography in Scott Momaday's *The Way to Rainy Mountain*, which my students had also read, and my students would again respond.

When I first proposed the exchange to my students, they were hesitant; they weren't sure how they should respond to students who were so much younger, and they were especially insecure about how they should correspond with "real" Indians, when they were still making their way tentatively through the "foreignness" of Native American literature. When the Laguna students' superstition stories arrived, however, my students were immediately fascinated. The Laguna students wrote about many things: the prohibition against looking out the window after dark; the mysterious "pajama boy" who walks the reservation after dark; the greedy man who turned into a devil figure after winning too much money at the casino. My students responded by writing about their own superstitions, about stories they had heard, about things that they feared. Their stories said much about the places they came from, their childhood experiences, the folk wisdom they had acquired orally—sometimes from immigrant grandparents, sometimes from suburban parents or older siblings, and in one case from a karate teacher.

By exchanging stories about fearsome things, the Laguna students and my Georgetown graduate students were simultaneously underscoring their differences and locating a common ground in their stories about the superstitions they were not willing to discard. Once this connection was made, my students were eager to hear more from the Laguna students. Beginning a correspondence about Momaday's incorporation of traditional Kiowa myths into his personal memoir then made more sense to my students, since they had, perhaps unconsciously, already been conversing with the Laguna students about the conflation of myth and autobiography in all lives. They felt connected.

If my students became more comfortable writing across the age and culture gap by exchanging superstition stories, and if they learned some things about what it means to live in Laguna, Lauren Sittnick had other, perhaps more important, reasons for finding the exchange useful. As Lauren noted, one of her goals was to help her students "carry what they have in Laguna and in other modern settings without feeling one place puts an X through the other and vice versa." Her students were able to tell stories to an audience that would take them seriously, and then to connect those stories to their lives, and to hear from others very different from themselves about the stories they carry with them. Her students, Lauren observed, "noticed patterns in superstition stories from different regions. . . . It is amazing how quickly they pick up on how language is used for various purposes. . . ." My own students were, I think, surprised to discover that they too could use their stories, and their language, to communicate with people they had thought they could only read about in books.

The kind of exchanges that Education NA encourages, among teachers and students, can help to educate all of us to our differences, at the same time that they can encourage us to value what we carry with us and to realize that we have important stories to share. ❦

Walking in Two Worlds: Poetic Explorations across Distances and Differences

by David Koehn
Barrow High School
Barrow, AK

As my students create a six-foot poster of a Hills Brothers Coffee can, I listen to them talking about the different parts of the poem "Hills Brothers Coffee," by Luci Tapahonso, a poet who is Navajo. One student explains that the poem is about a man who speaks only Navajo, and he is visiting with his niece, the speaker in the poem. Other students discuss the setting in the poem, recalling their experiences with their own visiting relatives. In Tapahonso's poem, the uncle stops by the house of his young niece on his walk to the store. He stays for coffee with his niece, and he looks at the coffee can "with the man in a dress, / like a church man." My students laugh as they draw the figure from the coffee can on the large poster. As they place the last few stanzas of the poem on the poster, they again laugh at the uncle's whimsy when he insists that "some coffee has no kick" but "this one does it for me." Though my students appreciate the humor in the poem, they suspect something meaningful is happening as well. The making of coffee, for example, represents a natural blending of things: sweet white sugar with black bitter coffee, English and Navajo, white and Native American. Though none of my students has ever met a Navajo, they all understand the uncle is at ease with these seemingly contradictory things. The uncle walks in two worlds, the one Navajo, the other white, and he seems comfortable with the juxtaposition. He is finding his own way.

* * *

During my summer at Bread Loaf in Vermont, I found teachers interested in having their students write personal responses to poetry as a stepping-stone to writing their own poetry. Discussions of this technique in reading and writing poetry helped us to understand the different ways that students' ethnicity helps them interact with and appreciate poems. Each student brings something different to the reading of a poem. And quite often, reading and writing poetry can help students understand their ethnicity in new ways.

In our current online exchange we are exploring how awareness of ethnicity allows one to walk in two worlds, and this exploration has become the theme for many of the poems we've chosen to read with our students. Luci Tapahonso's poem "Hills Brothers Coffee," for example, explores the commingling of Navajo culture and mainstream Western culture. We began our online exchange with reader-responses to this humorous poem.

The classrooms participating in this online exchange vary in their ethnicity. My students are a multicultural group of juniors that includes Inupiat Eskimo, Macedonian, Caucasian, and ethnically mixed students, all attending school in Barrow, Alaska, 330 miles inside the Arctic Circle. Twelve hundred miles to the south of us in Bethel, Alaska, Hugh Dyment's eighth graders at Bethel Regional High School are predominantly Yup'ik Eskimo. Bruce Smith's Navajo students attend eighth grade at Crownpoint Junior/Senior High School in the Navajo Nation in New Mexico. Anne Gardner's classroom in Georgetown High School in South Carolina is composed of an even mix of African American and white students. Trevan Walker's students at Ketchikan High School in Alaska are predominantly Caucasian with some Tlingit students. The differences among the classrooms created the potential for extended exploration of our theme, walking in two worlds.

Wilson Kassock of Bethel wrote to his peers in the other schools about his conceptions of the traditional

Students of Barrow High School, Barrow, Alaska, standing inside the jawbone of a bowhead whale

and the modern: "Everybody lives in two cultures. I live in two cultures, but in blood I'm full Yup'ik. I don't live in an igloo. I don't wear seal skin clothes to school. But I hunt and fish for my family."

Many students looked closely at how the uncle in Tapahonso's poem, while humorous, maintained his cultural dignity. Dana Jackson, a Tlingit student from Ketchikan wrote: ". . . Modern day living will always play a part in the uncle's life. But people with different cultural backgrounds can look at their culture as a personal asset . . . as something that completes them." Dana offered others in the conference her insight about how culture functions *within* one's life as opposed to merely ornamenting it.

Our initial set of responses to Tapahonso's poem led to an exchange among students about culture, ethnicity, and poetry. The discussion is ongoing.

We anticipated the students' own poems would be the major highlight of the exchange. We weren't disappointed. The poems students wrote and posted on line varied as widely as the ethnic groups represented in the conference. Many were notable, but one poem surely worthy of mention came from Ernestine Chaco, an eighth grade student in Bruce Smith's class at Crownpoint. Ernestine studied Tapahonso's poem closely, exploring its theme of walking in two worlds. Then she wrote "Memory," which appears on this page, remarkable for its candor and reflective tone.

* * *

As I download Ernestine's poem from the computer, my students are tapping away at keyboards all around me, drafting responses and insights to the poems of their online peers. They treat the poems generated by their peers with as much respect, depth of perception, and rigor as they gave Luci Tapahonso's poem. Their exploration of culture, difference, and poetry—from Navajo to Inupiat, from African American to Yup'ik, from white to Tlingit—has created respect for the ways of each.

Memory

by Ernestine Chaco

I get up in the morning
And get ready for school.
I go to my Grandma's house;
She fixes my hair.
My Mom works hard
So there is food on the table,
And she has little time.

I ask her one day,
"Mom, why don't you fix my hair anymore?"
She says to me,
"It is hard in the real world,
But you're too little to know what I'm saying."

I walk to my Grandma's house.
She is lonely.
This is the first time I have seen her so lonely.
She has three daughters and four sons,
But one of her sons is dead.
"Where are your boys?" I ask.
"They're at a baseball game," she replies.
I pull a cushion towards where she is sitting.
"What kind of style do you want?" she asks.
"The usual."

We sit quietly
I hardly know
How to speak
Navajo
Except
For a few words.

This morning my Grandpa is herding sheep.
I can't believe he can walk
Down the canyon
And back up again.
I say good-bye to him in Navajo.
He replies, *"Ha goh nee."*

Finally,
Her hands are done
Braiding my hair.
I sit with her a little longer;
I can hear the clock
And the loud silence.
During this moment
I wish I could speak Navajo.

Writing with Telecommunications: Crossing Institutional Boundaries

by Ceci Lewis
Buena High School
Sierra Vista, AZ

This past summer, while I was studying in the Bread Loaf program at the Native American Preparatory School in New Mexico, an idea for an online conference began to take shape in my mind. The Bread Loaf campus located in the red mesa country of northern New Mexico lends itself to the formulation of such ideas. The school is snuggled away from the hustle and bustle of the outside world, and Bread Loafers have ample time to get to know one another, exchange ideas, and develop collaborative ventures. The "monsoon" weather in late July and early August, charged with electrical voltage and thick with rain, encouraged those on campus to linger over meals and discuss possible online telecommunications exchanges.

During one such stormy day, Bread Loaf faculty member John Warnock and I began to discuss the possibility of linking our classes together. In the winter, John teaches on the English faculty at the University of Arizona, in Tucson. I teach twelfth grade English at Buena High School in Sierra Vista, which is approximately 80 miles southeast of Tucson. While the rain beat on the tiled roof, John and I began to sketch out what an online exchange might be like between his English 101 Composition college students and my twelfth grade high school students.

As the summer session came rushing to an end, we left the Bread Loaf haven in New Mexico with only vague ideas of what might come of this exchange. I wanted my students to make contact with college students and to be made aware of the academic demands of college writing courses. John wanted his students to become more proficient with online communication. We both agreed that my students and I should take a field trip to visit his class at the university. And so the semester began.

After a bit of negotiation, John arranged to provide me with access to his university's listserv, and through this medium our students began posting introductions of themselves to each other. Since my class was considerably larger than John's—I had 34 students to his 26—we decided not to set up partners for the exchange. As is the case in most classes, the natural writers took up the slack and all students were able to write and receive responses. My students posted brief introductions and asked questions about college life. Since many of John's students were recent high school graduates and away from home for the first time, they were willing and eager to share their experiences about their new lives as high school graduates and college students. The exchange began to flourish. Soon my students were receiving reports about the "do's and don'ts" of life at the university. My students were very interested in trying out this informative and social brand of writing because there were real people answering their questions.

As conference moderators, neither John nor I had to prod too much to keep the conversation alive. At my end, the students kept asking whether they had received any "mail." Advice from the college students ranged from "make sure you know how to write a research paper," to "make sure you know how to read your professor." Other students emphasized the need to adjust schedules to include time for studying. Many students away from home for the first time remarked how different college was because there was no one to make sure they went to class or did their homework. The ideas and examples that came from these freshman students enlightened my seniors. These were things they wanted to know about.

After the initial introductory writing between our students, John allowed my students to review logs his students kept regarding their in-class conferences with each other about their writing projects. As John's students worked out problems with their writing, my students followed along by reading the logs. When the college students began researching topics for persuasive essays and rhetorical analy-

Ceci Lewis

ses, my students began to search for and develop topics for their own research papers. John's log book, which stored all the discussion from the listserv, became a valuable resource in my classroom.

As the semester whirled by, I found myself worrying about the field trip. Due to economic hardships, my principal could not fund the field trip. Where were we going to get $175 to pay for the bus and bus driver? A remarkable measure of my students' commitment to this project was that the class voted unanimously to pay for the expense themselves. They never hesitated. With a five-dollar donation per student, the money was raised and we chartered a school bus.

When November 6 arrived, only twenty-four students were able to make the actual trip. Assisted by a preservice teacher from the university as a chaperon, we loaded up and headed northwest to Tucson.

Imagine our surprise when we arrived on campus to find that it was Homecoming Week. Our bus pulled up just in time to see the crowd dispersing from the inauguration ceremony of the university's new president. Wide-eyed and excited, my students explored the university's mall and observed the exhibits set up to celebrate the festivities. After an hour set aside for lunch and recreation, we set out to find our "sister class."

Since John's classroom was small, he suggested we meet for class outside. Fortunately, the tent which housed the inauguration ceremonies was still up and served as an open-air classroom. As college students and high school students began arriving, an unexpected guest appeared. Larry Evers, the Head of the English Department at the University of Arizona, introduced himself to our group and welcomed us to the campus. My students and I felt gratified that our visit to the campus on this busy day was extraordinary enough to warrant a special welcome. In retrospect, it does seem that the interaction between colleges and public schools is particularly rare.

As the class began, John and I addressed the group, and then John's students individually introduced themselves and mentioned the topic they were working on for their rhetorical analyses. It was fun, finally, to see the faces of the authors of the writing we had been reading all semester. My students followed by stating their names and then pairing up with the college students to discuss topics and thesis statements.

The tent filled with conversation as students discussed life, friends, fun and, believe it or not, even their research topics. John and I observed the students, making sure that everyone had a partner. After approximately 40 minutes of discussion, we reconvened as a large group. At this time, John and I asked whether or not the students had suggestions for future exchanges between the University of Arizona and Buena High School. Students were eager to make recommendations: having the students come for a whole day, visiting more often, having better computer access to make communicating on line easier. We presented John Warnock with a Buena Senior tee-shirt, and his class presented us with U of A football, volleyball, and basketball posters. Then it was time to go home.

All the way to the bus, the students laughed and talked about what a great time they had. Back on the bus and curious to find out whether this excursion meant more than just a day away from school, I asked students what they learned. To my elation, my question was answered with responses like, "I've narrowed down my topic," "I think I have a handle on my research now," and "I have a thesis statement!"

The field trip served as a wonderful capstone to the sturdy foundation of collaboration our students had built through sharing ideas on line. By seeking out audiences and peers outside their respective classrooms, both college and high school students were able to develop their writing to a greater extent than is usually possible in an insulated academic setting. And for my students, the possibility of going to college no longer seems like going into uncharted territory; I believe more opportunities for cross-institutional collaboration like the one I've described would help smooth the transition that young students must make as they move from high school to college academics.

* * *

An Afterword

by John Warnock
University of Arizona
Tucson, AZ

Ceci Lewis is entirely too modest about her contribution to this exchange. It was her initiative that got us started and her faith in the possibility of the exchange that got us over the rough spots to that warm sunny day when our classes finally met and mingled so happily under the red and white tent that we commandeered after our newly inaugurated president had moved on to participate in other Homecoming festivities.

When Ceci proposed this exchange to me last summer at the Bread Loaf-New Mexico campus, I was game. I thought it would be grand to be able to give my first-year composition students the experience of being experts (I can still remember what godlike creatures college students seemed to me to be when I was in high school) for a while at a time in their lives when they were most of the time feeling anything but expert. At the same time, my students would be close enough to high school to have a vivid sense of what they'd have to do to communicate with Ceci's students. I liked the idea of their having a real audience to whom they would write.

I had some qualms though. I had done enough electronic conferencing in classes here to know that such exchanges had to be thoughtfully structured if they were to have any real educational value. I wasn't

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Afterword

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sure we could do that here. Ceci assured me that everything would be fine. I believed her. She was right.

You never know these days what will be the collective expertise with computers in any given class. The range can be very wide. It turned out that none of the students in Section 90 were email adepts, and I began to worry. Along with everything else, they'd have to get accounts, find labs, learn how to do listservs.

They did it, not all precisely on the schedule Ceci and I had dreamed up, but with a will. In a short time, my students, like Ceci's, got to the point where they complained in injured tones if their email writing wasn't promptly responded to.

It would have been a mistake to expect too much from this first exchange, which I believe was the first of its kind to happen at my university. If we had expected too much, we probably would have missed the very valuable things that *did* happen: my students *did* feel a little bit big-brotherly and big-sisterly toward Ceci's students (they vigorously denied this, of course). In their easygoing mentoring, my students *did* form a more secure sense of what was going on in class. They also had the valuable experience of talking about "our" issues with an "outside" audience, something that I'm sure helped me help them learn some important lessons about the importance of audience.

My thanks again to Ceci. We've probably broken some new ground here. I'm ready for more.

As far as college-school interactions go: I know that BLRTN teachers have been using BreadNet for years now with great success in school to school interactions. ❦

Rural Challenge Network: Reaching Out

by Anthony Kennedy
and Natasha O'Brien
Ketchikan High School
Ketchikan, AK

Living in Ketchikan, an island community in Southeast Alaska, one becomes accustomed to turning inward, sometimes forgetting that a world lies beyond the watery boundaries that isolate us. We have only 30 miles of road, which go nowhere. One leaves the island only by boat or plane. The closest city of any size is Seattle, two hours away by plane and costing $385 for the cheapest ticket. Because of these circumstances, we tend to look inward and rely on our own resourcefulness. But we also know it's important to reach outward.

For us, reaching outward has recently become more feasible. Ketchikan High School now has over 250 computers for a student body of 670 students. We have Internet access, and soon we will have email accounts for all teachers and students. And now that Ketchikan High School is a member of the Bread Loaf Rural Challenge Network (BLRCN), the rest of the world has never been so close.

The BLRCN, a consortium of five schools engaged in school reform, is funded by the Rural Challenge, a fund set aside by Ambassador Walter Annenberg for the reform of rural education. Participation in BLRCN, along with participation in the Bread Loaf Rural Teacher Network (several Ketchikan teachers are Fellows of BLRTN), has provided teachers and students of Ketchikan High School a link to the outside, allowing many exciting things to happen in our school. We have become connected with other students, teachers, and communities across the country. The five schools involved in this consortium are different in many aspects, but they share two important traits: they are located in rural places, and they have a strong

Anthony Kennedy (left), principal of Ketchikan High School, with Richard Clement, principal of Schoenbar Middle School, at Bread Loaf in Vermont

desire to improve their students' learning experiences through collaboration with other schools. These commonalities and the funds from the Rural Challenge have allowed us to meet, to begin discussions, and to initiate school reform.

Teachers from the five schools in the consortium—Ketchikan High School and Schoenbar Middle School, Ketchikan, Alaska; Pojoaque High School, Pojoaque, New Mexico; Laguna Middle School, Laguna, New Mexico; and Ganado Intermediate School, Ganado, Arizona—have face-to-face meetings twice a year. These meetings provide an opportunity to learn from one another and to share our common experiences with learning in rural settings. We've learned that the problems we have—e.g. too few good jobs in our community or the high dropout rate among our Native students—are not completely unique to us, and we can share how we overcome these problems.

We also share the assets of teaching in a rural community: we have many caring individuals who nurture our students' learning in a very personal way; and we know people in the community outside our school (it's not unusual to hold a parent/teacher meeting in the aisle of the supermarket). This intimacy that exists between each school in the BLRCN and its community bonds all the schools in the network: though all the schools are very different culturally, our ruralness makes us cohorts in school reform.

We also work together to outline our goals for the future of education in our communities. The opportunity to share common experiences and to get to know each other as people forms the glue that holds our group together. Each time we meet, the bond becomes a little stronger. Knowing and caring for colleagues in this personal way encourage enthusiasm in teachers, and that transfers to their students when they participate in collaborative projects involving the use of telecommunications.

In June, 1997, Ketchikan hosted a consortium meeting, and we took time to explore and explain carefully to each other what we mean by "pedagogy of place," a common concept of learning among all the schools funded by the Rural Challenge. In Ketchikan, this takes many different shapes, such as the integration of the community into our required freshman science class. The students study the basic concepts of biology, physical science, and chemistry, using our rain forest as both a subject of study and an outdoor laboratory. Labs are held in the woods behind the school, and students explore not only the science, but the economics as well. Students gain a better understanding of their "place" and what it means to them.

Natasha O'Brien

As the consortium grows and matures, each school is beginning to examine how it can become a resource of support for the other members in the Network as well as other rural schools. The principals in the group have agreed to work together on a research project that will provide us with the information we need to reduce the dropout rate of our Native Alaskan students. We are now in the process of applying for a grant from The Spencer Foundation to assist us in this work. Without the networking capabilities encouraged by Bread Loaf, which puts teachers in touch with each other for collaborative purposes, this initiative could not have developed as quickly.

The funds from the Rural Challenge have also enabled us to bring in skilled presenters for in-service opportunities. In the spring, BLRTN Fellow Scott Christian came to Ketchikan and helped our entire district develop ways to incorporate writing across the disciplines. Scott was very well received, and he helped promote quality in the writing of our students. Also in the spring, BLRTN consultant Jackie Royster came to Ketchikan to speak with middle and high school teachers and faculty of our local community college. She helped us understand how to develop our current teaching practices, and she encouraged us to keep open the lines of communication among teachers throughout our district, an activity that is lamentably rare in many other districts.

One unique aspect of the BLRCN is that it casts principals, teachers, and students in roles as true collaborators, and the involvement of the entire school is refreshing. In the future, we expect the Rural Challenge to assist us by continuing to provide links to other unique rural schools and communities as we continue to reshape the way students learn in the place where we live. We expect students will accomplish more than they have in the past. Teachers will continue to develop collaborative opportunities to help each other develop professionally. And the schools in the BLRCN will become active sites where concerns of the community and the school are one and the same. ❦

Cross-Age Conferencing: A Literary Inquiry

Michelle Wyman-Warren
Mountainair High School
Mountainair, NM

I knew that I was going to be called to the principal's office. The students in my seventh-period communication class knew it, too. A loud knock at the door broke the tenseness and quiet in the classroom, and a fellow teacher entered and said she was sent by our principal to stay with my class while he waited to see me in his office.

Also waiting for me in Mr. Renteria's office was a very unhappy student—I'll call her Estella—from my seventh-period class. Earlier she had stormed out of the classroom because she was angry and frustrated with our new project. Mr. Renteria had calmed her, and now he wanted to understand what was going on in my class.

Estella blurted out that I was making her read a college-level book about Africa and that I was expecting her and her classmates to communicate with college students about it. "It's not fair," she complained. "We're just in tenth grade, and there's no way anyone can pass the class if we have to work this hard!"

Standing in the principal's office, I asked Estella what she had learned about Africa that was important. Finally, the tension broke, and Estella replied, "Well, the Congo was colonized by Europeans just like New Mexico was." Mr. Renteria seemed impressed that Estella made that connection and told her that she might be getting more from the class than she thought.

Estella was referring to the first electronic telecommunications exchange, which I had arranged, between my students at Mountainair High School in New Mexico and Professor Victor Luftig's freshmen at Brandeis University in Massachusetts. Earlier in the school year, Victor had invited BLRTN Fellows to engage their students in an online study of Joseph Conrad's *Heart of Darkness* with his college freshmen. Though I had never met Professor Luftig, I knew he was a professor at Bread Loaf during the summer, and I was therefore interested. Since Mountainair High School had a classroom set of the novel, I jumped at the opportunity to place my students in this collaborative venture with Victor's.

I believed my communication class, which meets during the last period of the school day, would be perfect for this unique experience. Period seven had barely completed one unit of study, and I was worried about their academic progress. I knew I needed to do something different, perhaps even "revolutionary," to hold the students' attention during this difficult hour. Many of the Brandeis students in the course studying Conrad's book were international students, and I hoped the cultural differences my students encountered in Victor's students would help my students view the book from several perspectives.

My students began their study of *Heart of Darkness* several weeks earlier than the Brandeis students with an overview of what they already knew about Africa, the setting of the novel. Most students knew very little. For example, though they knew that lions, giraffes and elephants lived in Africa, they did not know the history or the geography of the continent. Many students did not know whether Africa was nearer to Europe or the United States. Students made a list of topics about Africa about which they knew very little. Then we divided up the list so that each student could become an "expert" in a specific area for our study and share his or her findings with the class. We created an African collage that we taped to the classroom wall and which featured a large student-drawn map of Africa, photographs of the Congo River, and a historical time-line that coincided with the action in *Heart of Darkness*.

The setting of colonial Africa in Conrad's novel isn't so removed from my New Mexico students as one might initially think. With a population of approximately 1,000 and situated between a mountain range, the Manzanos, and the prairie (locally referred to as the *Llano*), Mountainair is also located in a strikingly beautiful landscape. Most students at MHS

Virginia Rawlojohn and Michelle Wyman-Warren at BLRTN state meeting in New Mexico

(there are 170 students 7-12) have strong ties to the community and can trace those ties back for several hundred years. Some trace their family roots to the Spanish Conquistadors who oversaw the building of three magnificent sixteenth-century Spanish missions located a few miles from Mountainair. This land is not unacquainted with colonialism.

Victor and I decided we would begin the online communication by having our students read posted prompts related to the novel; the students' responses began with short self-introductions followed by responses to those prompts. For the next six weeks, my students at MHS and Victor's at Brandeis shared their interpretations of Conrad's novel, which confronts readers with themes of racism, oppression, the exercise of free will, and the effects of evil on the individual and on society. What surprised my students, once they began reading the novel, was that many of the issues Conrad raised in his novel a century ago are the same issues we are dealing with today. Here are some students writing about the novel:

> Hi! My name is L.K. and I am from Mountainair, NM. I agree that *Heart of Darkness* is a hard book to get into, but once we finished it and started talking about it I began to better understand it. I don't think Conrad is a racist, and his opinions about Africa and Africans were probably very different from other European people of his time. What do you think about Conrad?

Another MHS student wrote,

> I think the author *is* racist and probably most people in those days were racist too, so Conrad probably thought it was okay to use racial slurs. . . . I agree with S.S.'s [a Brandeis student's] view of how the Europeans compared themselves to the Africans (also the part at the beginning about the Romans invading England) and I believe that though the Europeans were calling the Africans savages, it was the Europeans who were acting like savages.

The Brandeis students answered questions that the MHS students posed about the novel and its various themes. Many times the students at Brandeis encouraged my class to be patient with their study of the novel as it was complicated and complex but worth the time and effort necessary for a critical study of an important work of literature. One MHS student explained to a Brandeis student how she and her classmates compared the action in *Heart of Darkness* to their own contemporary experiences:

> During today's class a lot of students had a hard time understanding the story, so Ms. Warren asked us to think about how the story would have been written today. Most of the kids figured Marlow and Kurtz would be drug dealers and that Kurtz would break away from the main gang. Marlow would be sent after him to avenge the main drug syndicate. I thought it helped but it also got away from the main idea of the story about the struggle between good and evil.

Through our exchange with the Brandeis students on *Heart of Darkness*, my students from Mountainair High School learned that they could express their ideas and opinions in writing with the care and deliberation necessary to encourage respectful and thoughtful responses from college freshmen. The students' correspondence, as I read it, helped me to identify the troublesome parts in the novel, and I was able to refocus the class's attention on these parts. The most important gain for both my students and for myself was the affirmation that people with different backgrounds can share a common ground through discussions of difficult issues raised by good literature. Will my students remember the *Heart of Darkness* exchange? I think so—because one day in the cafeteria several months after the exchange had ended, I overheard one of my students express his fear and loathing of that day's lunch menu: "the horror, the horror."

An Afterword

by Victor Luftig
Brandeis University
Waltham, MA

Most of the dozens of Brandeis freshmen who exchanged comments with Michelle Wyman-Warren's class wrote better during that exchange than they did at any other time during their first year of college. They were in the course that included the exchange because we thought they weren't yet ready for the mainstream first-year seminars, but the writing they produced during the exchange was better than that produced by a lot of the first-year students whom we supposed to be their writerly betters. Scholars like Andrea Lunsford have provided what seems to me the right explanation for their extraordinary writing: the students knew they were in "the presence of others," that they were addressing people they might really persuade, elicit responses from, and exchange ideas with. But I think also for the duration of that exchange, our students from Greece, Korea, the former Soviet Union, East Los Angeles, and Waltham got to be people in a place writing to other people in another place. Whether they ever got a clear sense of where Mountainair is, I'm not sure—though the great generosity of Ms. Wyman-Warren and her students, who sent along wonderful local artifacts that I could distribute to some of the most active correspondents, certainly helped in that regard—but they learned a lot about how to think and write about locales like Conrad's. That learning was the point, of course, but it was also the unique outcome of the exchange. First-year college students don't usually argue about literature passionately, using vivid supporting evidence from the assigned texts, but the conference includes dozens of examples of such strong argumentation. I sent some of those to our Dean; she called them "honey for the soul." Now I like to think of such honey as a local product that's also an import. ❦

Rural School On Line: Nuke Sites

by Janet T. Atkins
Wade Hampton High School
Hampton, SC

Is the use of nuclear energy an acceptable risk? That's the question two teachers and their students posed for themselves in an online conference on BreadNet in the spring of 1997. The project, called Nuke Sites, will continue this year as new students examine the issues of environmental racism, community health, and nuclear proliferation.

The idea for this project originated during a casual conversation I had with New Mexico teacher Phil Sittnick about having our students participate in a collaborative inquiry on line. During the conversation, we realized that each of us lives near an industrial site related to the nuclear fuel chain. Phil teaches on the Laguna Indian Reservation, near the site of what was once the world's largest open-pit uranium mine, which is now closed. I live near the Savannah River Site in South Carolina, a key facility of the U.S. Department of Energy dedicated to national security, environmental cleanup, and waste management.

To enhance my understanding of the scope of the project, I traveled to New Mexico to visit Phil's students and their school. The trip was made possible in part by a minigrant from Write to Change, a nonprofit organization sponsoring writing projects that focus on the community. This opportunity to work on line with Phil's students and to visit his school, I must say, is probably a rare experience in a teacher's tight schedule of classes and preparation, and I took the opportunity to record the event in my journal, which I've excerpted below.

Let me begin by saying that I truly appreciated this opportunity to visit Phil's students at Laguna Middle School, his wife Lauren Sittnick, then teaching at Los Alamitos Middle School in Grants, NM, and our colleague Susan Miera at Pojoaque High School in Pojoaque, NM. I had a great time talking to these teachers, getting to know their students, and seeing how other schools organize their curricula. While I love the high desert of New Mexico, I reaffirmed my belief that South Carolina is an excellent setting in which to teach and to pursue professional interests.

November 11. Today, I drove to Atlanta Airport. . . . I made a point to drive through the Savannah River Site to check out any obvious changes. The only striking occurrence was when the police blocked traffic with their vehicles while an enclosed truck crossed the highway. I wondered what was in the truck. It's hard to believe that plutonium was manufactured for many years in this beautiful pine wilderness. The flight to Albuquerque made for a long day; I was really tired but glad to see Phil and Lauren.

November 12. I slept in until 9:00 a.m. Didn't even hear the Sittnicks leave for school. I did some writing and reading until Lauren came home for lunch. Then we went to her school, Los Alamitos, [Lauren currently teaches at Laguna Middle School] where I observed two classes. That night Phil and I planned the Nuke Sites project. We watched a slide show on the nuclear industry, which was informative and mentioned both the Savannah River Site and the Laguna Jackpile/Pagaute Mines.

November 15. Floyd Solomon, the cultural affairs liaison at Laguna Middle School, took me to see the mining area. He is knowledgeable on issues of mining and its effects on the Laguna people. We spent an hour together talking about the pros and cons of the mine and how the Laguna people benefited from both the mining itself and from the reclamation. I learned, however, that working in the mine conflicted with much of Laguna culture, their language, and their religion. I realized that as my students and I discuss the effects of the Savannah River Site on our lives, we certainly will need to think about our environment and what losses we face because a nuclear graveyard is in our backyard. I took a lot of photographs, though snapshots can't do justice to the vastness of the mines. It's sort of like going into a great cathedral and seeing what appear to be tiny stained glass windows near the top of a vaulted ceiling and then being told the windows are twenty feet tall. It's difficult to perceive the depth of those holes in the earth; it's hard to imagine how the mesas on this site must have once looked. And all this for something to make bombs! I look forward to talking to my colleagues at Hampton about my experience here.

Once I was back at home, we eagerly began the conference. Using curriculum materials that Phil had gathered as well as newspaper clippings and information gleaned from the World Wide Web, my students and I researched and discussed the nuclear fuel cycle. Other teachers passed by my classroom and did a confused double take when they heard words like "fission," "fusion," or "rads" coming from the mouth of an English teacher. The students talked excitedly and wrote passionately about their findings, first in a general description of the sites they researched and then in a well-documented opinion paper about nuclear fuel. We built on our understanding by viewing the slide show which deeply moved most of us with the information about the elimination of two small towns, Ellenton and Dunbarton, from the Savannah River Site. The residents of these "disappeared" towns were compelled to

move to "New Ellenton," a community created just for them. Our students also looked at a reproduction of *We're Making a New World*, a painting that depicts a barren, post-apocalyptic landscape with a weak, white sun rising over the naked tree tops. I asked the students to discuss the painting in class and to write a response in poetic format. This conference has given our students a chance to connect to the past, reflect on the present, and speculate about the future. Writing about these issues in a literate and trusting community has given them an opportunity to ask genuine, hard questions, to write about issues close to home, and to respond to each other's writing via BreadNet.

For instance, Wade Hampton student René Payne wrote, "Nuclear power, weapons, and warfare have no place in our world, and hopefully they will cease to exist one day. Still that won't fix what has already occurred and what continues to occur. I feel as if we will never learn, and if we did it would be too late because our Mother is dying and we're digging her grave."

Another student, Lee Norment, wrote, "It is difficult to balance the economic reward with the nuclear hazard. It is hard to overlook the $85 million in goods and services purchased in South Carolina with money generated by the nuclear fuel industry. However, when does money supersede health?"

Finally, the poem by Barrett Brotherson that appears on this page puts many students' thoughts in perspective.

Later in the spring, Phil was able to come to South Carolina to visit Wade Hampton High School. While here, he was interviewed by South Carolina Educational Television for a documentary on BLRTN. I think we all discovered that healthy people are informed people, and when students are allowed to investigate and write about important issues, they grow into people who are better able to make positive changes in their world. This project allowed two classrooms to network across place and culture in a significant way. Students published a magazine anthologizing the writing that grew out of their online discussions. As a community of learners, we came to better develop our views about the nuclear fuel chain. The anthologies were distributed to doctors' and lawyers' offices in the local community as well as to students at school. By doing so, we have shown others in our community what we have learned about the social and emotional impact of living near nuclear sites. ❦

The forest stands naked in icy sunlight,
The trees—stripped of their protection
by death and time—stand exposed,
stretching sun-bleached arms
toward the sky in a silent plea for mercy
to One who either cannot hear
or will not help.

The little stream that once laughed,
splashing and leaping
over rocks as it wound
its way through the trees,
lies stagnating, its waters
putrid and choked with decayed fragments
of a forest it once fed.

All is silence now.

No stirring of life in the underbrush;
no rustle of leaves in the wind.
No song of birds in the treetops
no chatter of squirrels in their canopy homes.

All gone—
burned in one brief, blinding flash

of progress.

—Barrett Brotherson
Wade Hampton High School

Listening to Students in the Connections Project

by Patricia Parrish
Sumrall Attendance Center
Sumrall, MS

Editor's Note: The author would like to thank Dr. Susan Malone of the University of Southern Mississippi for her essential collaboration in the Connections Project and for her assistance in writing this article.

My students astound me, not just sometimes, but generally every day. Eighth graders are a rare breed: perceptive and naïve, serious and funny, but always interesting. Since attending Bread Loaf, I've become fascinated with looking closely at my students to observe how they think and learn. To do this, I've also become a master "eavesdropper." For three years, I've been monitoring my students' writing, and each week I learn something new about learning, about my students, and about myself.

My chance to really get inside the hearts and minds of my students began in the fall of 1995, when Dr. Susan Malone, Director of English Education at the University of Southern Mississippi, approached me about a project to link her preservice English teachers and my eighth grade English students in a collaboration. We called our collaboration the Connections Project because it helped us cross boundaries that isolate students and teachers in their classrooms.

The goals for the project were to develop a collaborative university-school model for an alternative preservice field experience; to improve preservice teacher preparation by providing preservice teachers with experiences working one-on-one with students in real classrooms; and to improve eighth grade students' reading and writing skills by providing meaningful contexts for these activities.

The personal connections forged between the college and junior high students were a significant by-product of the project. One eighth grader, Jamie, expressed what most of the students felt when she said, "The idea of doing this project was a good one. Whoever thought junior high students could help college students! And vice versa. I think that since we learned so much through English, we should use this technique in our other classes, too. I'll bet it would pull up both of our grades. Plus, we would get to make new friends."

The technique Jamie referred to involved pairing college students in Susan's "Adolescent Literature" class with my eighth grade students as writing partners to exchange structured weekly correspondence about young adult novels. The preservice teachers purchased novels for their partners and developed response guides for the books. Then in the spring of 1996 we extended the project to include preservice teachers in the "Composition Theory" class. During this phase of the project the students shared drafts of their writing with one another and met together at the end of the semester with parents and friends to read their favorite pieces and celebrate their work. Through these activities I began my own great learning experience about writing, students, and human nature.

During the first year of this continuing project, I hand-delivered the letters back and forth between my school in Sumrall, a small rural Mississippi town, and Hattiesburg, fifteen miles away, where the university is located. Delivering the letters was an inconvenience, but I was learning so much about my students. In one letter, Luther, an inveterate eighth grade prankster, responded to his college partner, Hank, very seriously: "I found your story to be very interesting, and I have only one complaint: you try too hard to write a good story. Loosen up and just write. Other than that, it was good. I like the beginning where you said, 'I just sit in my recliner and write or think.' I liked that it was long. I like fairly long stories—well that's all!" Here, I've eavesdropped on an editorial suggestion that is good advice for any student writing in an academic setting—"Loosen up and just write." And to think it came from Luther, the prankster! I'm learning that my assumptions about the reading and writing abilities of students can be wrong.

Chayeisha, an outspoken and athletic girl, chose to respond to a

Patricia Parrish of Sumrall Attendance Center, Sumrall, Mississippi

criticism her USM partner Jessica had given her in their previous exchange of letters: "What's up? Nothing here, just writing you saying thank you for the advice. It was helpful. Do you remember when you wrote me saying don't be using slang words? I don't use slang words—that's just the way I talk. I'm not trying to catch no attitude with you. I read about your writing process and it was neat. I got to go. P.S. Keep ya head up!!!!" In this instance, Chayeisha is firmly declaring ownership of her writing and letting her writing partner know it. After eavesdropping on this exchange, I now think more carefully about how language forms and informs each student's writing and her sense of self.

My eavesdropping on these "conversations" between college students and my students has made me rethink the impact that writing assignments make on my students. I found a letter from Aja, a lovely, serious girl, who writes to her older partner Lisa: "That is so weird that you have to write an essay on how you usually *write an essay*. . . ." Here, Aja's making a wonderful observation, questioning the purpose of academic writing assignments, in particular one that is a "meta-writing" assignment. Is "weird" defined as good or bad in an eighth grader's lexicon? I don't know; I'll have to eavesdrop further.

Through this project I've begun to understand that eighth graders view writing differently, especially from the way I view it. For example, Nikki, after discussing the upcoming Homecoming Dance at length and devoting a whole page to how she is going to wear her hair for the big function, confides in Shelli: "For my story, I am still working on it. But I really cannot write long stories. I guess that is not one of my talents. Could you give me a few tips on how to make a story longer?" I find Nikki's request puzzling because it comes at the end of a long, newsy narrative letter, one of the longest pieces of writing I've seen from Nikki yet. Obviously, this girl can develop a piece of writing, so why does she think she can't? Why does she view academic writing and this narrative to Shelli as completely different species? How can I make the academic writing Nikki does in my classroom as meaningful as her narrative letters to Shelli? To answer these questions, I'll have to keep listening to my students.

After delivering my students' writing for a year, Susan and I wrote a grant proposal to obtain computers for my students so they could conduct the writing exchanges on line with the USM students, who already had access to a computer lab. We applied for a Goals 2000 subgrant and, in the fall of 1996, received $47,000 for equipment and supplies for my classroom: fourteen new computers, four printers, lots of books on writing and reading theory, and many other supplies. Though technology amplified the enthusiasm for the project, it made it more complicated too. The world of email and the Internet is now open to my students, and we are just beginning to explore it, sending letters and drafts on line. Our project now has a Web site that explains the history of the project and publishes book reviews and pieces of writing from the eighth graders and the USM students. We've reached beyond our classroom walls to the world.

Just last week one of my favorite students, Eli, an active boy with big blue eyes who has trouble staying in his seat long enough to write anything, reminded me why I am devoted to this cross-age, cross-institutional project. At the end of his letter to his USM partner Kim, Eli tells her: "I gotta say the topic of the story you wrote was, at first, boring, but the way you put it made it interesting. My mom read it too, and she liked it. See ya later. Friends, Eli P.S. 'Be like a postage stamp—stick to one thing until you get there.'"

Once again, one of the unlikeliest students has surprised me. Who would have believed that students and parents are actually discussing writing and the writing process *at home* without being coerced? Though I know it wasn't meant for me, Eli's postscripted advice found a place in my heart, and I've decided to follow it: I'll "stick to" teaching these kids, stick to listening closely to them and learning from their insights. And even though I sometimes don't know where we are headed, I know we'll "get there."

Web site of middle school students at Sumrall Attendance Center and students at Southern Mississippi University (www-dept.usm.edu/~connect/connec.html)

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Teacher Networking and Professional Development in Alaska: An Interview with Annie Calkins

Editor's Note: The following questions and answers are from transcripts of interviews conducted by South Carolina Educational TV for the forthcoming documentary on the Bread Loaf Rural Teacher Network (BLRTN), in which Doug Keel, Education Associate with the South Carolina Department of Education, interviewed Annie Calkins, the Assistant Superintendent for the Juneau School District.

Doug Keel: What are the characteristics of Juneau as a school district that make it a good collaborative partner of the Bread Loaf Rural Teacher Network?

Annie Calkins: The BLRTN is important not just to the Juneau school district and community but to all teachers and administrators in Alaska. Alaska is a very big state with a small population of about 500,000 people who are geographically very spread out. I think the BLRTN has helped us communicate innovative ideas and practices to each other across the state. BLRTN has also helped many isolated rural teachers stay connected with important developments occurring in our state and the rest of the country. For teachers in Juneau, connection and communication are important. We value our affiliations with BLRTN teachers who live in smaller communities across the state, where people have different languages and cultures. Juneau is Alaska's capital, and so it's important for us to know and appreciate all the diverse communities across Alaska, their differing languages and literacies.

DK: Is there a new wave of professional development moving through Alaska? And what has the BLRTN done to help redirect staff development?

AC: For many of us in this state, the BLRTN has encouraged a paradigm shift in the way we think about professional development. Teachers are beginning to seek professional development opportunities that meet the standards of rigor and excellence that Bread Loaf sets. Another paradigm shift in professional development is the increasing use of telecommunications by Alaska teachers to communicate with other teachers in the lower 48. Because we are a young state and because there are relatively few people in Alaska, we are able to do some things here that are innovative. Many people come to Alaska with a sort of rugged individualism and creativity, and new ideas are continually being tried. Being able to share those ideas with knowledgeable teachers in the lower 48 is important to us because it helps us reflect on our own practice. The use of telecommunications is an important part of professional development, though it can't substitute for positive relationships forged in face-to-face meetings, institutes, follow-up seminars, weekend courses, and state conferences. These face-to-face meetings that Bread Loaf encourages, and often sponsors, have been absolutely vital because they help sustain ongoing professional development and collaboration within an expanding network of teachers.

DK: Alaska is at the forefront on the issue of setting standards in education. What has been done thus far?

AC: Alaska is interested in setting high standards for students, teachers, and schools. For example, we adopted standards in English and Language Arts four years ago. We asked the question, "What do we want *all* Alaskan students to know and be able to do by the time they leave the school system?" And then with a broad-based committee of 40 people from across the state including parents, teachers, university faculty, business people, and student representatives, we spent a year and a half thinking about that question. Because it was a serious undertaking and because the Commissioner of Education at the time was very committed to broad-based input, we traveled the state and revised numerous drafts of those standards. When the state board finally adopted them, they were voluntary standards, and each school district could choose how to implement them. This happened several years before the federal emphasis on standards came to the forefront. We in Alaska were therefore several steps ahead in thinking about authentic assessment, in designing real-world applications, in having parents and communities involved in the assessment process, in having students reflect on their own work, in addressing the issues of equity for all students, and in determining what was appropriate for *all* kids: for those with special needs, for students with a second language, for indigenous people, for home-schooled students, for char-

Annie Calkins, Assistant Superintendent of Juneau School District

ter school students. In Juneau we've actually been involved for the past eight years looking seriously at the issues of standards and assessment.

DK: How has BLRTN helped other Alaska teachers to be involved in the development of standards?

AC: BLRTN has been an important contributor to the work we've done with setting standards. Thanks to BLRTN, our work represents schools across the state: the smallest villages, bilingual communities, and geographically remote places. BLRTN has helped us to understand how diverse our schools and communities are and at the same time to discover what we have in common. BLRTN has helped us to think about standards, to discuss issues on line, to place those issues on agendas in seminars, institutes, and university classrooms. BLRTN helps us to understand the value of a network.

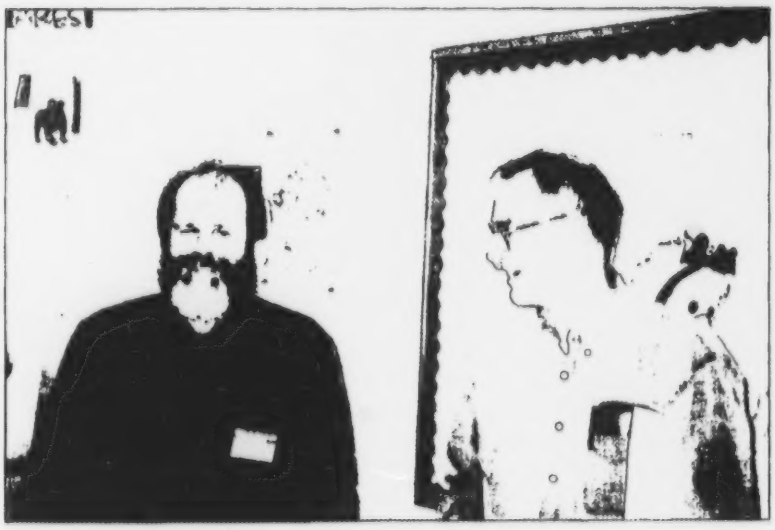
DK: What is the value of a teacher network? How do they empower teachers?

AC: As an administrator of a district where several teachers have participated in Bread Loaf Institutes and in the BLRTN, I have had the opportunity to observe firsthand how a network benefits teachers professionally. They come back from Bread Loaf's Institutes with a renewed zeal to advocate for all children and to improve the overall education system. They want to share what they know and to be supportive of their teacher colleagues, and they are committed to innovation and new ideas. BLRTN has helped to create a strong community of teachers in our state, and this is especially significant since we are a geographically isolated group of people. I believe a lot of people come to Alaska because they love space and because they love the independence they find here; but in living here for a period of years, one realizes how important a strong community of like-minded, interested, creative people really is. As a state, Alaska is a very young place, and we are dealing with many issues concerning education, land use and our natural resources, and subsistence issues with Native people. These are and will continue to be big issues on the national agenda as well as on our state agenda. It's only through a sense of mutual respect and community that this state will preserve what is best about this place. I think we can look for leadership from networks of teachers who are working with parents and children with a respect for diversity of the languages, the land, and the cultures of people who live in Alaska.

The use of telecommunications is an important part of professional development, though it can't substitute for positive relationships forged in face-to-face meetings, institutes, follow-up seminars, weekend courses, and state conferences.

DK: Now that there is an annual Bread Loaf Institute in Juneau, what qualities do you hope to find in teachers who are recruited to the Institute?

AC: Because Alaska is such a huge state, we need leaders. We need people who are willing to contribute to discussions beyond their own classrooms, to discussions at district and state levels. We also look at geography and want to attract teachers from all areas in the state because that kind of representation strengthens our statewide network. We hope to attract teachers who will engage with school boards, talk to the public, write and publish, and make a commitment to the state's teaching profession. ❦



BLRTN Telecommunications Director Rocky Gooch with Doug Keel, Education Associate of South Carolina Department of Education

Teacher Networks at Bread Loaf: The Endless Summer

Diana Jaramillo, Pojoaque High School

by Diana Jaramillo
Pojoaque High School
Pojoaque, NM

Come May, you might find me at my desk in my classroom with my head in my hands asking myself, "What am I doing here? I need a new job!" Fortunately, by the time August comes around and I've had time to attend a two-week AP Summer Institute, a Foxfire Workshop, or a reading seminar, I am eager to get back to my classroom. Because the school year is so hectic, summer is the only available time for teachers to pursue professional development opportunities. This past summer was a little different, however. I furthered my education as I have done every summer, but this year I was awarded a fellowship to attend the Bread Loaf School of English as a member of the Bread Loaf Rural Challenge Network, an opportunity funded by the Rural Challenge. At Bread Loaf I met with other teachers in intensive writing and literature classes.

I have to admit I was reluctant to attend Bread Loaf after a very exhausting and challenging school year. I wanted to sleep late and read those books I'd set aside. I wanted to visit the new Georgia O'Keeffe museum. I wanted eat a Navajo taco and visit the exhibits at Indian Market. I wanted to dance at the Spanish Market. Even though I had been reading about Bread Loaf for several years, I had so many things I wanted to do. Another look at the course listings, however, convinced me I really did want to go.

And I did go. I enrolled in the "Women's Fictions" class because I wanted to read Tony Morrison, Edith Wharton, Nella Larsen, Willa Cather, Gertrude Stein, Sarah Orne Jewett, Charlotte Perkins Gilman, Cynthia Ozick, and Zora Neale Hurston. What a list! I knew this was going to be a good experience for me, an inveterate book worm [Editor's Note: see page 42 for Summer of '98 Bread Loaf course list]. My other course, "Writing about Learning," proved as interesting. I enrolled in it because I hoped the writing I would do in the course would help me to document my own learning about how to be an effective teacher.

The Writing about Learning class, taught by Dixie Goswami, was divided into two large groups, and each group was divided into smaller groups of three. This structure allowed us to share ideas with the larger group on line and work face-to-face in small groups to develop our writing. Small groups served their members by helping them clarify the ideas in telling their stories.

What made this a unique graduate course was that everyone was involved in a collaborative endeavor that consisted of many individuals' goals

Josina Reaves, Laura VanDerPloeg and I were in a group. The three of us seemed so different, yet the difference made us a good group, and I was energized by their youth and enthusiasm. I immediately knew they would be good for me. They in turn saw me, a teacher for fifteen years, as a voice of experience. Each of us was writing a nonfiction account dealing with a classroom issue.

Josina's story about her first years of teaching rekindled memories of the insecurity I experienced during my first year as a teacher. Josina wanted to be a good teacher, but she did not know what that meant. As she described her experience of being thrust into a room of cocky tenth graders, I remembered my own fears when I first faced those students alone. Josina told her story with a sense of humor, though, and I laughed with her as she laughed at herself. But I also knew firsthand the loneliness Josina felt. Most people don't know that teaching can be a lonely profession.

Laura's story, on the other hand, was primarily about students, and their discovery of language as a powerful tool of self-actualization. When Laura's students disagreed with a school policy that dictated seating arrangement during the lunch period, they voiced their objections loudly and impulsively, and the school administration rebuffed their complaints. Laura's story explained how she harnessed her students' passion and energy toward putting their thoughts to paper, using the situation as a reason to do some action writing. Laura's story was complicated by the politics of school discourse: who talks and who gets listened to. When students talk, does the administration listen? Do their teachers always listen?

As I sat in this class, listening to the accounts of experienced teachers from Vermont, New York, Wisconsin, Mississippi, and many other

places, I realized how much this was helping me. I felt a validation and was impressed by the commitment and concern for students expressed by those teachers. As I listened, it occurred to me that each of us was setting goals according to his or her own experiences, yet the act of sharing and encouraging each other to tell our stories made our goals relevant to one another.

Anne McManus told us of her goal of starting a charter school for foster children to give them a sense of constancy in their lives. Bette Ford described her goal of researching students' use of African American vernacular and incorporating new perspectives into her teaching of English. A math teacher and avid writer, Sue Van Hattum, expressed her goal of learning how to incorporate more writing activities into her math curriculum.

As I listened to these stories and shared my own, I realized that the varied interests of the participants made this an especially instructive and remarkable experience. The class was rich with the stories from different geographies, ethnic groups, and cultural experiences. We listened, asked questions of one another, and even ventured a suggestion or two. We shared our writing with our small groups, our larger group, the entire class, and finally with our professor Dixie Goswami and visiting professors Andrea Lunsford, Jackie Royster, Courtney Cazden, and other guests Betty Bailey, Chris Benson, and Scott Christian.

Each person in the class had something valuable to say, and the visitors had something valuable to offer. Dixie Goswami asked questions about our intentions in the writing. Andrea Lunsford asked us to consider the varieties of English that stem from different geographic regions and social, cultural, or ethnic groups. Jackie Royster read our stories and offered suggestions as to publication possibilities. Courtney Cazden spoke with us about her friendship with author Vivian Paley, whom we were reading and discussing on line. Betty, Chris, and Scott were generous in helping us craft the writing. What made this a unique graduate course was that everyone was involved in a collaborative endeavor that consisted of many individuals' goals. While the discussions in class were engaging, by no means did they end in the classroom; the discussions continued with as much enthusiasm and in more depth on line. It was intense and meaningful, and it didn't end when we left Vermont. We are still communicating via BreadNet.

I came away from the Writing about Learning class with a piece of writing in progress and with a network of wonderful teachers who are there at the click of a mouse to offer help should I ask. The network on line functions to sustain the unique activity that was spawned in class. I came away with the validation that I am in an important profession, and what I do is meaningful work. When August arrived those feelings that I was experiencing in May were lost to the wind, and I was ready to return to my classroom with renewed spirit and vigor.❦

(from left) Bread Loaf students Josina Reaves and Laura VanDerPloeg, Bread Loaf faculty member Jackie Royster, and Diana Jaramillo

Stepping Aside to See Ourselves

Scott Christian
Professional Education Center
University of Alaska-Southeast
Juneau, AK

During the first five years of the Bread Loaf Rural Teacher Network, Research for Action (RFA), a nonprofit organization in Philadelphia, documented and assessed the changes that occurred in the professional lives of participating rural teachers, in their classrooms, and in their schools. In September, 1997, RFA researchers Eva Gold, Elaine Simon and Alisa Belzer issued a report "Networking across Boundaries of Place, Culture and Role," presenting findings in four central areas:

- BLRTN and the Bread Loaf Mission
- Text, Talk and Telecommunications
- Building Powerful Educational Change Networks
- Meeting the Challenge of Making Change in Rural Schools (see excerpts of RFA's findings reprinted on page 29).

The culmination of in-depth case studies, as well as numerous interviews and surveys, this document captures much of the power and energy of the network. It describes not only the influence that Bread Loaf has on teachers, but the effect that the BLRTN has had on the Bread Loaf School of English itself. The researchers report that teachers and students acquire knowledge and skill in integrating technology and teaching developmentally, with distinct patterns emerging across the network. Most importantly, the report identifies the influences that the network has on rural schools and communities. The project has been generative and flexible, moving in some unanticipated directions.

As BLRTN moves into its second cycle (1997-2001) and tries to find ways to sustain and nourish growth within the network, BLRTN teachers, led by Scott Christian in consultation with Eva Gold of Research for Action, will document their BLRTN activities with the focus on student performance and understanding. In addition to surveys and interviews, which will provide information about the entire network, we are asking teachers, students and administrators throughout the network to assemble portfolios which document a period of time when a classroom or school is engaged in a network activity (see portfolio guide below). These portfolios will record—and interpret from several perspectives—what goes on in teachers' classrooms, their schools and communities. Compiling and analyzing these performance portfolios will help us understand the relationship between professional growth and classroom practice and the philosophy and practices of the Rural Teacher Network. Learning to document change and to become reflective teachers and students is an important part of this process, and analysis of these documents will help BLRTN teachers to view their professional achievements as part of the mission of the BLRTN.

Over the next five years, we expect that the processes by which we document, evaluate, and reflect on our work will encourage and enable teachers to become researchers in their own classrooms and communities. ❦

BLRTN Project Portfolio Guide

Purpose: The purpose of the Project Portfolio is to document the work of students and teachers in the Bread Loaf Rural Teacher Network in order to better understand how students and teachers learn.

Tasks:	Persons Responsible
1. Collect photos, drawings, video tapes and samples of student written work.	teachers & students
2. Save project planning material (notes, charts, calendars, lesson plans).	teachers
3. Write reflectively about the critical questions surrounding the project.	teachers & students
4. Prepare a transcript of online work (Doesn't have to be fancy!).	teachers & students
5. Collaboratively analyze the online discourse.	teachers, students & principals
6. Conduct and record one hour of focused interviews about the project.	teachers

Critical Questions: Planning and Instruction

What was the context of the project? What was the time line? What kinds of resources were used? How were parents and the community involved?	What did the students do? What did the online component of the project look like? What kinds of decisions did students make? What were some of the essential questions that students grappled with?	As you planned the project, how was the development guided by local curriculum, standards or standards frameworks? How were the planning and instruction influenced by your courses at Bread Loaf and your collaboration with other Bread Loaf teachers?

Critical Questions: Reflection and Analysis

What did the students seem to enjoy most about the project? What did the students seem to find most challenging?	What does this work say to you about student learning?	If you were to do this project again, what would you do differently?

This guide was developed by the Bread Loaf Rural Teacher Network, adapted from work by the Harvard Research and Evaluation Team for the Annenberg Rural Challenge, 1997.

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Research for Action Submits Four-Year Report on BLRTN

As the Bread Loaf Rural Teacher Network (BLRTN) finished its fifth year of operation (1997), the evaluation team from Research for Action, a Philadelphia-based nonprofit for community development, submitted its summary report. Eva Gold, Alisa Belzer, and Elaine Simon authored the report entitled "Networking across Boundaries of Place, Culture, and Role," which describes the positive beneficial contributions of BLRTN to students and teachers in schools in rural communities in six states: Alaska, Arizona, Mississippi, New Mexico, South Carolina, and Vermont.

This report is the culmination of a four-year evaluation of the BLRTN program. Some key findings of the report (pages 53-56) are quoted below:

> * Cohorts of rural public school teachers coming to the Bread Loaf School of English and the emphasis on telecommunications in the DeWitt-Wallace grant influenced the Bread Loaf School itself. Program planners learned the importance of being flexible to a wider range of life styles and cultural expectations, which often meant altering norms for life on the Bread Loaf campuses. . . . [V]arying cultural backgrounds created different expectations for the ways in which members would be participants. . . . Bread Loaf faculty made changes in their courses and classrooms as a result of BLRTN. Some faculty learned to connect to teachers with a wider range of experiential and academic backgrounds than traditional Bread Loaf students. Others discovered that the greater range of experiences BLRTN teachers brought to their reading of texts and writing deepened discussion of ethnic and gender issues. . . . The integration of technology into the grant altered classroom boundaries: discussion which started in class often continued on line after class. The expanding boundaries of the classroom carried over beyond the summer as small numbers of faculty continued discussions with teachers during the school year. . . .
>
> * Learning to use technology in classrooms and to make telecomputing an integral part of the curriculum is a developmental process that occurs over a period of years and requires intensive, direct and personalized support. Telecommunications can contribute to creating student-centered learning environments that are inquiry-based. . . . The support of local administrators, principals, and school district personnel is often critical to getting technology inside classrooms. When this kind of support is forthcoming, Fellows often were repositioned in their schools, either formally or informally, to become leaders in using technology. . . . Reading and writing on line demand new teaching strategies; in particular they demand a shift from classrooms where students' reading and writing are assigned by the teacher for evaluative purposes to classrooms where reading and writing originate with students for communicative purposes with audiences outside the classroom. . . . Telecommunications has taken both teachers and students into previously unexplored subject areas through interdisciplinary projects. In these circumstances, the questions of both teachers and students become the basis for exploration and learning, making inquiry a more central feature of classroom pedagogy. . . .
>
> * An unanticipated outcome of the project was the influence it has had on local schools. Partnerships have formed between BLRTN and the rural schools from which Fellows came. Fellows employed a variety of strategies for bringing new ideas to their local schools. . . . Teacher leaders used strategies congruent with circumstances in their local schools which they adapted from year to year with changes such as a new administration at the school, district, or state levels. . . . Although BLRTN's primary identity is as a professional network for Fellows and their students, it has begun to include principals, superintendents, and other teachers . . . [creating] a web of support for Fellows and facilitating school-wide change. . . .
>
> * BLRTN is a network *for and in* rural settings. It intentionally takes on one of the major dilemmas of rural education: affirming tradition while introducing new ideas and opportunities. BLRTN has reduced the professional isolation of many rural teachers through their participation in the summer program and their online communication with other professionals. . . . Use of telecommunications in BLRTN sites supports a "pedagogy of place" that brings teachers and students simultaneously into an appreciative yet critical stance toward their own community. It has reconnected the schooling process to the local community and thereby helped gain local support for academic work. Through online communication across geographical and cultural differences, rural students have gained opportunities to portray themselves in their depth and variation. This has contributed to their sense of value of their own traditions and culture and has helped to challenge stereotypes of themselves as well as others.

Exchanging Lives: Middle School Writers Online: A Review

by Chris Benson
Clemson University
Clemson, SC

Exchanging Lives: Middle School Writers Online (1997), a book by BLRTN Fellow and Researcher Scott Christian, was published by NCTE last summer. This book tells the story of a collaborative inquiry he and other BLRTN Fellows conducted with their students on line. Middle school students from all parts of the country—Alaska, Vermont, Mississippi, and New Mexico—read and wrote to each other about *The Diary of Anne Frank*. This inquiry and exchange of ideas resulted in a transcript of over one hundred single-spaced pages of writings by teachers and students, from which Scott Christian quotes generously as he describes the rare species of student (and teacher) writing that is generated by online collaboration.

The book focuses on the purpose of the writing students did in the project, suggesting that real social contexts for writing are far richer in language use than narrow academic contexts in which students write merely for teachers to test their knowledge. The real-life rhetorical context of writing to peers in the Anne Frank project provided students with many purposes for writing, and when students apply their writing to multiple rhetorical tasks, their communication is varied, sincere, funny, detailed, passionate, and engaging.

Exchanging Lives provides a taxonomy of student writing that is useful to teachers because it presents the extraordinary range of writing and thinking of which typical middle school students are capable, and there are many examples. Scott Christian identifies a type of writing, which he calls "striving writing," that experiments with language (metaphor, humor, analogy, and wordplay); expresses sincerity; evidences a high level of risk-taking; provides insight into the writer's life; and speculates about ideas. This is student writing at its best in a rich social context.

While the social, experimental, and risk-taking nature of the writing may result in occasional "breaking" of the rules of grammar, the content of the writing and the quality of thought cannot be faulted. Here's Shanna Duggar, from Guntown Middle School in Mississippi, giving an analysis of Anne Frank's relationship to her family in the play adaptation of the diary:

> . . . Anne's views on life are very much like her father's. Mrs. Frank is quite a perfectionist in my way of thinking. Anne cannot and will not even make an attempt to try to behave the way her mother would like her to. She finds her a boring and dull character. If you are to enjoy life, you should definitely have a sense of humor. Anne cannot begin to imagine sitting on the sofa, still, knitting away. She would much rather be outside in her own world, lazily picking a bouquet of flowers and breathing in their fresh sweet beauty. Mrs. Frank is incapable of feeling the same feelings that Anne possesses. It is quite obvious that Mrs. Frank favors Margot and is continuously complaining that Anne doesn't act like a young lady like her sister. "Margot, Margot, Margot!" Anne cries out angrily in one of the scenes of the play. This young girl is caught in a web of silences and fear from which she cannot escape. She is a child longing to feel the sunshine, eat ice cream again, and smell the cool morning air. Her father worries about Anne much more than Margot, and I believe that Anne should be worried about more than her tame sister. She is like a wild horse that even the best cowboys could not defeat. . . . (83)

In another sample of striving writing, student writer Twyla Schasteen, of Unalaska, Alaska, puts herself in Anne Frank's shoes and imagines what it would be like to be a teenager in hiding for two years. Twyla speculates what it would be like to be released from hiding:

> After being in hiding for two years, once I got out I would probably still be paranoid to go outside, especially after a war. But I would want to see all my friends. Talk with them and go out to dinner, play basketball and go bowling at the Fishing-N-Bowl.
>
> You see, where I live we don't have any malls, fast food, or anything like that. We have beautiful nature, two grocery stores, and a school and a bowling alley.
>
> Today is the 27th of January and it is so beautiful outside with perfect skiing snow. *The sun makes the bay sparkle with the reflection of the nearby mountains on it. And surprisingly there is no wind! I was just thinking how wonderful it would be to come out of hiding on this day.* [Scott Christian's italics]

The highly interactive social context of the telecommunications exchange enables students in these examples to write sincerely and articulately to their peers and teachers about the relevancy of literature to their lives. Through numerous other examples in the book, Scott Christian allows student writers to exhibit the wide range of writing skills they are capable of when they have opportunities to write in socially interactive forums. ❦

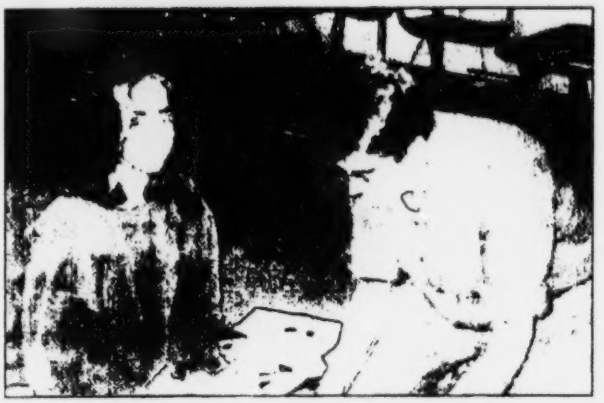
You Have Mail with Telecommunications

by Emily Quirion, Junior
Waccamaw High School
Pawleys Island, SC

For the past five years, Waccamaw High School, in Pawleys Island, South Carolina, has been a role model and leader among schools by offering a telecommunications, or BreadNet, class as part of its course curriculum. Ms. Mary Ginny DuBose's BreadNet class offers many exciting opportunities for students at Waccamaw. From participating in online conferences to becoming journalists, most of us strive to take advantage of them all.

One of the best features about the BreadNet class is that it is almost entirely student-run. As this is my first year participating in the telecommunications class (the class can be taken as an elective more than once), I was thrilled to learn that I would have a chance to become an authority on running conferences on the Internet and organizing cultural exchanges between students in remote places in our own country and in other countries. In the process, my classmates and I have learned how to manage our time more efficiently, which is crucial for any class, but even more so for this unique one. If time is not organized and the conferences are not efficiently run, weeks can go by without communicating with our partners across the world. By honing our management skills, we have learned to prevent a problem such as this from occurring.

These newly discovered leadership and management skills develop as we communicate with partners in South Africa, Arizona, New Mexico, and Pakistan. Learning about these cultures has opened our minds to new ideas about the political events and social organization in these different regions. Talking to kids in South Africa, for example, and learning about their typical daily routine, their religious practices, and their country's political activities fascinate everyone in the classroom. The New Mexico and Arizona conferences teach us just how different life can be even among people within the boundaries of our own country. In the Pakistan conference, we have learned about the political aspects in their nation, and everyone has come to realize just how lucky Americans are. This new appreciation for the world around us and the fascinating knowledge gained about other cultures and life-styles make the teleconferences by far the favorite part of the BreadNet class.



Emily Quirion and Doug Cummings of Waccamaw High School

The conferences are wonderful experiences, but not without problems. Computer breakdowns and scheduling differences between our class and students in the remote schools conspire to frustrate our communication. Yet even more difficult are the misunderstandings that can arise when discussing cultural topics like politics and religion. We have learned that writing effectively is a complex process that must be done carefully and thoughtfully. We've learned to be sensitive about what we say to our peers in other cultures.

Political problems have disabled our communication with Pakistan frequently this year. In fact, because of the many strikes and political boycotts, our partners have only been able to write a couple of times instead of the weekly correspondence we had hoped to receive from them. One particular strike against the transportation system lasted for weeks. Because of this, our partners were unable to travel to their school to communicate with us.

Scheduling problems occur especially when writing to our partners in South Africa. At the very beginning of the conference, we learned that our partners were having a difficult time squeezing our correspondence into their busy schedules. Exams were quickly approaching for them and their year was coming to a close as ours was beginning. It was very disappointing to discover that while we were busy in school, they were on their spring and summer breaks!

The most common and discouraging problem is that of computer difficulties. Instead of the usual chalkboard and textbooks, our class relies daily on the use of our computers and nothing can be achieved without them. Our computers, which are decent but not state-of-the-art, present us with problems that we can't solve on our own. Reliable equipment has proved to be an essential ingredient to success. While heavy dependence on the computer makes up the many unique aspects of this class, it often produces the frustrating parts as well.

In spite of, or perhaps because of, these challenges, the telecommunications class is still one of the most popular, educational, and interactive classrooms at our school. For me, the class has been a fun way to develop my leadership and organizational skills!

Between Two Schools: Poetry, Magic, Connection

by Doris A. Ezell-Schmitz
Chester Middle School
Chester, SC

It could have been the magic of Oxford's bursting blue sky that nudged seventh grade language arts teachers Erika Brett and me to begin talking about a poetry project between our schools nestled in small rural places in different parts of the nation: Hatch Valley Middle School in Hatch, New Mexico, and Chester Middle School in Chester, South Carolina. Whatever it was proved powerful enough to insist that we commit to getting our students matched up with project partners shortly after school started.

Erika and I sounded like two teenagers getting ready for the prom as we began to sketch out and plan the project, beginning with "bio-poems."

"I'll start this on my end since I've got a bio-poetry pattern that they love!" Erika said. "Yours can respond in, say, two weeks time—two weeks is about what we'll shoot for each time. Don't you think every two weeks is a good interval for responding?" I nodded yes.

We chatted about the project's objectives, time-line, and duration as we sipped British tea during a late afternoon in July of 1996. "Make certain to log into BreadNet for our poems!"

"I'll have to collect my students' work and send it in care of a snail," I told Erika. "Our computer system is sort of, well, primitive." (And it was until this year when Chester County School District received a one million dollar technology grant that purchased computers and software for schools in the district.)

Start-up time for our schools varied, thereby delaying our beginning. But two weeks isn't so bad; promptly during the second week of September, our collaborative venture, "All About What's All About," officially commenced.

As promised, Erika's 28 students' bio-poems came over the wires and into our classroom like brilliant slants of New Mexico sun. Manuela, paired with O'Neale, wrote:

Manuela

Sensitive, talkative, shy, friendly
Related to his parents
Cares deeply about his family
Who feels happy
Who needs money
Who gives to a friend
Who fears life
Who would like to see the world at peace

O'Neale responded in two weeks with the following:

O'Neale

Brother of two, son of four
Crazy most of the time, very artistic.
Related to all who use their imagination.
Cares deeply about his pets
Who needs all he can get
Who gives what he can
Who fears the last grain of sand in earth's hourglass fade away
Resident of a weird endless imagination.

Using the bio-poems helped students to get into the project and become acquainted with their writing partners. Erika and I had intended for the students to learn that poetry says a little while telling a lot. And now they were ready to begin.

Another of the project's objectives was to allow students to observe their surroundings through seasonal changes along with celebrating the month's unique gifts. Soon after the Christmas holidays, I took my students on a winter walk during which they had to experience January's presence. Yes, it was cold enough for folks to exclaim "Brrr!" But the students seemed happy to be involved in this different learning technique and welcomed the follow-up assignment: "Based on impressions collected during our winter walk, compose a poem about January." The response was phenomenal. Samples lifted from this project segment included:

January Joy

J is for the juice we drink to give our bodies fluid.
A is for absent days we are out of school because of snow.
N is for nippy weather we have.
U is for the umbrella we carry to protect our heads.
A is for the awesome brightness of the snow.
R is for the rain that comes.
Y is for the yummy soup we eat to keep us warm.

—Shameka

"Ms. Ezell," Shameka asked, "Do you think Marlynn will like my poem?"

"I'm sure she will." I told Shameka how much her own writing had improved since last September.

Marlynn responded with an online note commending Shameka's poem and posting her own, "January."

January

January, big angel of land, dead trees,
thirsty grass, mountains bursting up.
Humans making snowmen, snow angels, laughing and having fun.
January is chimneys warming

Erika Brett and students of Hatch, NM, who corresponded with Doris Ezell and students from Chester, SC

your house while
you drink hot chocolate.
January is going back to school,
seeing friends;
when Christmas ends with
sadness, yet happiness.
January is the sound of children
laughing in the snow,
children coughing when they
catch colds. It is silence
in the night when you're snuggled
in your warm blankets.

—Marlynn

By the end of January, Erika's students and mine had settled into a comfortable writing exchange. They had learned to manage time more wisely, realizing that fair game meant that *everybody* wrote to his or her partner so that *every* partner received poetry mail items.

We took project breathers in March and April to accommodate state-wide testing in New Mexico and South Carolina. My students moaned and groaned and tried to get out of doing the required review skills. "Let us write poetry, Ms. Ezell!" they begged. "We'll be good." They needed to know that this would be done *regardless*!

Erika sent us an online pattern for color poems, along with a model. Our students got involved with this activity, I guess, because it offered so many opportunities to be creative. Students could look at the colors of the rainbow in terms of self, ideas, place, or environment.

Blue

Blue is the sky on the sunniest
Southwest day
and me at sunset on a dark cold
evening.
Ripened blueberries squish blue
in my mouth.
The mist of waterfalls and wild
cold wind make me feel
blue.
Blue is the sound of a lost bird
crying, and the snow hitting a
window.
Blue is nature calling out as it
changes.

—Jennifer
(Hatch Middle)

And Jennifer's partner responded with the following:

Blue

Blue is the tumble of ocean
waves.
Blue is the smell of summer.
Blue is a paint-bucket splash,
water, ice, and even a sky.
Blue is love and sadness.
Blue is sweet and tangy.
It's flowers and
clear skies and joy.
Blue is cold, like ice and snow.
Blue is fragrance, hail, rain, sleet,
and snow.

—Kristie
(Chester Middle)

The project culminated with our seventh graders' production of literary magazines that featured poetry from the exchange. Erika's students produced *Under the Rainbow: Painting with Poetry*. Chester Middle School students published *Dancing Impressions*. Erika and I *and* our students were amazed with the quality in the writing. Had it not been for the effect of the peer audience provided by the context of the exchange, the magazines would have lacked both content and quality. Students in both classrooms felt that since they had a "real audience," their writing had to be near perfect. Mine enthusiastically used the thesaurus, searching for that perfect word. Students who had started the school year as writing skeptics actually maintained their own portfolios and writers' notebooks and boasted about them to other students not in the project: "I'm a poet, you know! Wanna see my portfolio?" ❦

Maple Syrup and Desert Sand: A Heritage Exchange

by Carol Zuccaro
St. Johnsbury Academy
St. Johnsbury, VT

BreadNet, the online service available to Bread Loaf students and teachers, has allowed my students to participate in a variety of cultural and literary exchanges with teachers and students at great distances during the past five years. Some of these online exchanges have been literature-based while others have been related to place or culture. These exchanges have given students in my small town of St. Johnsbury, Vermont, an opportunity to correspond via telecommunications with students from other states and cultures.

One of the most successful classroom exchanges in which I have participated has been an online cultural exchange with Vicki Hunt of Peoria High School, Peoria, Arizona. In these exchanges, my junior-level writing classes corresponded with Vicki's eleventh grade classes. Our purpose, in addition to fulfilling writing components in the curriculum, has been to foster a sense of identity in our students, an appreciation of their own culture, and an understanding of other cultures. We call this project a "Heritage Exchange" after Countee Cullen's poem "Heritage." We have just completed our fourth such exchange.

Our exchange began spontaneously when I received an online message from Vicki four years ago asking if I would be interested in having my students reply to her students' poems about heritage. As part of a heritage unit, her class had read Countee Cullen's poem "Heritage," which begins, "What is Africa to me?" and her students had written poems based on Cullen's format. I agreed to do so. Vicki emailed the poems that night, and the next day I interrupted my own lesson plans to give my students the poems. To facilitate a quick turnaround, I gave my students time to respond in class. I took their responses home with me, typed them that evening, uploaded them, and emailed them to Vicki that night. (Some Bread Loafers enjoy the "luxury" of having several computers in their classrooms so students can type in their own work, but with only one computer in my class, I often find it necessary to type in their work myself and upload it from home.) Vicki's kids were thrilled to get individual responses so quickly. My students later wrote their own heritage poems to which Vicki's students responded. That was the extent of the exchange that first year, and I must say that because of its simplicity and swiftness, it remains one of the most satisfying I have had. Maybe the spontaneity had something to do with that as well.

There is something to be said, however, for planning and anticipation. That first heritage exchange has now become an important part of my junior-level writing curriculum and an activity that my students eagerly anticipate. Word must have spread among students at St. Johnsbury because last fall, during the first week of school, one of my students asked, "Are we gonna write to those Arizona kids like you did last year?" We still exchange our own poems and responses based on Countee Cullen's poem; however, we now begin by having each student write a short biography of herself as a kind of introduction, so the students have a personal interest in the person with whom they communicate. The first time I did this, I merely said, "Write a few facts about yourselves and your interests—you know, the kinds of things you would like to know about them." However, after typing 54 "bios" that began, "I am an 11th grader at St. Johnsbury Academy," I altered the directions the following year. I told them there was only one criterion: "Your first sentence must be interesting, and you may not begin with, "My name is. . . ." To those who had trouble beginning any other way, I said,

Carol Zuccaro (right) with Tilly Warnock, Bread Loaf faculty member and director of the Bread Loaf campus in Rowe, New Mexico

"Freewrite your bio any way you want; then pull out your most interesting sentence and start your revision with it." That resulted in much more interesting bios, and the students got to learn more about each other and each other's life-styles.

The Arizona students responded to our bios and wrote their own. Vicki and I try to assure that each student gets at least one individual response, and students often form "partnerships" for the exchange, although they are free to write to other students as well. Some of the comments I hear when I hand out the printouts of the Arizona bios are amusing:

"This guy wants to know what "muddin'" is."

"Hey, not fair; I want to go to Arizona. It's 103 degrees there, and we just had snow on October fourth!"

"I hope I get a girl."

"They don't have to wear ties to school."

But besides discovering differences, students also learn that teens are the same everywhere. One girl in my class chose to respond to a student who had mentioned that his parents were divorced. Her response began, "I have complete sympathy for anyone whose parents are divorced; the way to put an end to hatred is through love." Her response showed that she had found common ground with the boy in Peoria.

The subjects of the poems students write in this exchange range from ethnic origin, sense of place, ancestors, and family traditions to current family members. My students' poems the first year seemed pat and clichéd, but now that I've made the exchange part of a cultural awareness unit, the poems reflect more thoughtfulness and cultural pride. And students pick up on that as their responses sometimes show: "You seem very proud of your state; I can see why you like living in Arizona."

In addition to the poems and bios, we now exchange "artifact" boxes and class videos. Simply a collection of unique gifts "indigenous" to our respective states, the artifact boxes have been especially popular. Items vary each year, but the staples include photos, postcards and brochures of each state; school newspapers, pins, pencils, banners, and handbooks; hats and tee-shirts. Since our exchange takes place during our fall foliage season, we enclose some red and orange leaves as well as foliage pictures and student photos. Food is always a favorite: maple syrup and cheese from Vermont, salsa and blue cornmeal from Arizona. The Arizona kids always comment on how sweet maple candy is and ask if we eat that all the time. Our favorite item from Arizona for two years running was a rattlesnake skin, with rattler intact. We've created a sort of "Arizona shrine" in my classroom with magazines, postcards, bottles of desert sand, green chiles, and pieces of cottonwood trees displayed on bookshelves, and photos tacked to the bulletin board. Students really love to see what their "partner" looks like. Since many of my students come from very small rural communities nearby, they are amazed at the large size of Peoria High School and its campus.

These cultural exchanges with Arizona have helped relatively isolated kids in northeastern Vermont get a glimpse of life in another part of the country and of students from many ethnic backgrounds.

Some of the items placed in the artifact boxes are quite creative. One Arizona student sent a white pottery vase he had made. One of my girls this year contributed a jar of maple syrup that her family had made, and some have sent their own photographs of moose or deer or snowmobiles. One boy, when the class was brainstorming ideas of things to send, kiddingly said he would send mud; the others convinced him that that was no joke since mud is indeed a ubiquitous element of Vermont in spring. In fact, "mud season" is a common phrase in Vermont. He sent mud. All of these items, even amusing ones, have helped our students understand each other's culture.

These cultural exchanges with Arizona have helped relatively isolated kids in northeastern Vermont get a glimpse of life in another part of the country and of students from many ethnic backgrounds. While St. Johnsbury has broad cultural diversity for a small Vermont town due to the Academy's resident program, we have few students from Hispanic or Native American ancestry, which Arizona does have. In spite of vastly different locations, climate, and customs, our students discover many commonalities. They have the same interests, concerns, and feelings wherever they are. Some of the bios, which have become more personal and philosophical in the last two years, reveal students' feelings about their families, problems at school, interest in sports and hobbies, and love of friends.

While these exchanges are unlike traditional student exchange programs, telecommunication and artifact exchanges can help students learn a great deal about the geography, topography, climate, and customs of another culture as well as make new friends. As technology makes our world smaller, I am more convinced than ever that learning about other cultures goes a long way toward promoting acceptance and understanding. ❦

New Mexico and Alaska Border Jumpers

by Dianna Saiz
Floyd Dryden Middle School
Juneau, AK

Is it dedication or just sheer stubbornness that makes a BreadNet project happen? In this case, it took absolute, stubborn determination to bridge the thousands of miles between Anthony, New Mexico, and Juneau, Alaska. Last summer at the Bread Loaf campus at the Native American Preparatory School, we said our goodbyes surrounded by sun-colored canyon walls under a clear, azure sky. Soon I would be headed north to teach at a middle school in Juneau. Roseanne Lara joked that she'd come to Alaska "maybe someday."

"Sure, sure," I smirked and I waved good-bye. Roseanne and I had worked together for six years at Gadsden Middle School in Anthony, NM, becoming close friends, so I instantly recognized the ironic tone in her voice. She had teased me all summer because she'd be taking my seventh grade position and would even be moving into my former classroom. An intense, challenging summer of study at Bread Loaf and the anticipation of the coming school year had left both of us plagued with self-doubt. "Change is good," we repeated as we tried to reassure each other.

The 1997 school year began with long hours, delayed BreadNet installation, much stress. First, Roseanne and I set up exchange activities between our classrooms using snail mail but eventually graduated to an online exchange with writing activities. Roseanne's students live along the Mexican-U.S. border and attend a school with a population that is 98% Hispanic. My new school in Juneau, Floyd Dryden Middle School, has a mix of white, Native Alaskan, and Asian American students. Some of my students suggested that we put extra stamps on our letters since we were mailing them to "another country."

The first exchange brought much enthusiasm and a quick lesson in New Mexico geography. I recall one of my blond-haired, blue-eyed *hueros* shouting out: "My New Mexico online partner has two brothers—I have two brothers. His favorite sport is basketball—my favorite sport is basketball. He likes pizza! Cool!" Next, the students wrote and responded to "bio-poems," delighting in the many commonalities and becoming more curious about differences. We decided to produce a short video and send original postcards depicting our community.

As we corresponded in cyberspace, the idea of Roseanne making the trip to Alaska began to seem more and more like a possibility. Her sister who worked for an airline would help. Money, time, other personal and professional obstacles loomed conspicuously before us. But if not soon, then when? There will always be obstacles, we thought, so why not do it now? Easier said than done!

Most principals aren't enthusiastic about a teacher leaving the classroom for an entire week. We struggled to prepare a trip proposal that communicated our common academic pursuits. We didn't want anybody to get the crazy idea that this could be mere fun. The next problem was money, and we, of course, turned to the Director of Bread Loaf, Jim Maddox. Curiously, once our administrators learned that Bread Loaf would provide some funding, the project was elevated to a higher status. Slowly plans began to come together, then fall apart. It was obvious that a tight fall schedule including term progress reports, team activities, district in-service, and parent-teacher conferences might cause us to cancel the trip. But we shuffled and reshuffled appointments, meetings, and due dates to finalize the last-minute details.

Finally, after surmounting all the obstacles, Dryden Middle School welcomed our "desert Rose" to the land of grizzlies and glaciers. Roseanne brought bags stuffed with New Mexico *chiles, frijoles, y tortillas*; she even managed to bring student letters and souvenirs. My students were thrilled to see their online partners on video and insisted we rewind it to see it a second time. We, of course, had language lessons to learn—to roll those Spanish *rr's* and pronounce the names like Jose and Jesus with the appropriate "h" sound rather than the English "j." They savored every spicy morsel of homemade *quesadillas*. The Mexican candy with delightful names like *garampiñados, pelones de tamarindo, pica limón, and marzípan* were a big hit.

They bombarded Mrs. Lara with questions and pumped her for bits of information about their New Mexico partners. They wanted to know more about dress and hairstyles, recreation, school sports, the weather (Does it ever snow in the desert? What do people do when the temperature gets over 100?), and wildlife (Are there lots of rattlesnakes? Do you have Saturday school like we do for ditching class?). Later, each student wrote a short entry on a postcard describing the first time he or she saw a moose, bear, caribou, or the Northern Lights.

Our Tongass Rain Forest and Mendenhall Glacier showed off their compelling beauty. Bobbing seals entertained us at Eagle Beach. And on Roseanne's last day in Alaska, imperious bald eagles circled the school, imploring her not to leave. After her very short visit, Roseanne seemed duly impressed! Now her bags were filled with home-canned salmon, silky glacier sand, beaver chips, and Alaska berry jam. Now there is a hopeful discussion happening on line about bringing some kids to Alaska this summer. How stubborn can we really be? BreadNet activities surely enticed us to network across boundaries of place and culture, and now we see ourselves as border jumpers—determined border jumpers!

Andover Bread Loaf Writing Workshop Makes Annual Visit to BL

by Lou Bernieri
ABLWW Director
Phillips Academy
Andover, MA

On July 17-18, 1997, twenty participants and staff of the Andover Bread Loaf Writing Workshop (ABLWW) made their annual pilgrimage to the Bread Loaf campus in Ripton, Vermont. The group included teachers from Lawrence, MA; East Orange and Newark, NJ; Washington, DC; and India, Pakistan, and Tanzania.

The ABLWW visit to Vermont serves two purposes. First, visitors have the opportunity to network with teachers, professors, and Bread Loaf staff from all over the country as the visitors attend workshops and presentations throughout their two-day stay—thanks to the generosity and organization of Jim Maddox, Dixie Goswami, and Betty Bailey. Inevitably, this networking catalyzes exciting educational collaborations such as the literacy project that developed between classroom teachers in Pakistan and BLRTN Fellow Ginny DuBose's students at Waccamaw High School in Pawleys Island, South Carolina (see featured story on page 31). In addition, many of the workshops given, such as the brilliant one that Anne Scurria and Barry Press offer, give the visiting teachers powerful teaching methods to bring back to their own classrooms.

The second purpose of the visit is to encourage ABLWW teachers to attend Bread Loaf and join the numerous other ABLWW alumni who have completed or are currently completing a degree at Bread Loaf. This year, in addition to the U.S. teachers who were inspired to attend Bread Loaf after their visit, we also have the possibility of a teacher from Pakistan enrolling in 1998. Mohsin Tejani, a teacher and professional development leader in the Aga Khan Educational Service, is hoping to earn a Bread Loaf degree, but more importantly, to link up his international organization of teachers with the networks of teachers that Bread Loaf fosters.

The 1997 ABLWW visit to Bread Loaf was our best yet. ABLWW teachers left knowing that they are part of a growing community of educators struggling to improve teaching and learning throughout the world. Even such a short time spent at Bread Loaf reaffirms teachers' commitment to their profession and to their struggle to make a better world for the children they teach. ❦

1997-1998 Announcements

Janet Atkins has been appointed to the position of Project Coordinator for the U. S. Department of Education Technology Innovation Grant recently awarded to the Greenville County School District in South Carolina. Janet, who received her MA from Bread Loaf in August, will begin her work in Greenville in March, assisting teachers and administrators in making Greenville School District a demonstration site for the innovative use of technology in education.

The New Mexico State Department of Education awarded **Wendy Beserra** $13,000 to establish a program which will identify and serve homeless children in the Deming-Luna County area. The program will be funded by the Stewart B. McKinney Act of the federal budget.

Mary Burnham, Heidi Imhof, and Pat Truman won awards from the Fulbright Memorial Fund Teacher Program, which funds short-term study programs in Japan for American teachers. Sponsored by the Japanese government, the program was established to commemorate the 50th anniversary of the Fulbright Program. In this program, these BLRTN Fellows visited primary and secondary schools, teacher training colleges, cultural sites, and industrial facilities and met with teachers and students.

Kate Carroll presented "Discussing Literature Using Telecommunications" at the Vermont Council of Teachers of English (VCTE) conference in October, 1997.

Moira Donovan assumed the Chair of the English Department at Peoples Academy, Morrisville, VT, in academic year 1997-98.

In December, 1997, the South Carolina House of Representatives presented a resolution to **Ginny DuBose** and students in her telecommunications class, commending them for innovative work using technology to link Waccamaw High School, Pawleys Island, SC, with schools in South Africa and Pakistan.

Vicki Hunt visited **Erika Brett**'s classroom at Hatch Middle School, Hatch, New Mexico, prior to attending the New Mexico BLRTN state meeting held in Hatch. Erika Brett has been a guest artist, quilter, and teacher at Peoria High School in Arizona, where Vicki teaches.

David Koehn serves on the committee for the Standards in Action Forum, and the Alaskan State Writing Standards committee. He has poems forthcoming in the 1998 spring issue of the *Alaska Quarterly Review*.

Sharon McKenna Ladner of Pascagoula High School in Pascagoula, Mississippi, received the Milken Family Foundation National Educator Award in October, 1997. She will receive a cash award of $25,000 at the Milken National Education Conference in Los Angeles in June, 1998.

Roseanne Lara of Anthony, NM, and **Sharon Ladner** of Pascagoula, MS, attended the NCTE conference in Detroit in November and presented "Identities, Memoirs, and American Dreams: A Cross-Age Writing and Literature Exchange Using Electronic Mail," a collaborative cross-age partnership between Roseanne's eighth grade language arts students and Sharon's tenth grade English II students.

Jill Loveless received one of twelve internships in Arizona's Equity in Education program. As a participant, Jill will receive $1,000 to fund her projects focusing on nontraditional careers and sexual harassment.

Patricia Parrish was named the 1997 Lamar County (MS) School District Teacher of the Year. She is a 1997 member of the Exemplary Teachers Network, a group of teachers sponsored by the Scholastic Network and the Mississippi State Department of Education to provide training to and be liaisons between teachers and the state Department of Education. Patricia's classroom is a pilot classroom that will be featured in *Writer's Craft*, a forthcoming textbook series (1998) by McDougal-Littell. Patricia received $1,200 of textbooks and resource materials as a participant in the project.

"Anything But Isolated," an article about telecommunications and computer conferencing by **Phil Sittnick** was published in August, 1997, in the premier issue of *Middle Ground*, a new publication of the National Middle School Association.

Risa Udall was named Apache County Teacher of the Year and selected as one of four finalists for the Arizona Rural Teacher of the Year award. She was honored at the National Rural Education Association's conference in September, 1997, where she presented "Linking Up with the World," a workshop using telecommunication conferences in curriculum. ❦

BLRTN State Meeting Notes

State Moderators for BLRTN:
Allison Holsten, Alaska; Vicki Hunt, Arizona; Sharon Ladner, Mississippi; Susan Miera, New Mexico; Monica Eaddy, South Carolina; Kate Carroll, Vermont.

Alaska

Alaskan BLRTN Fellows gathered in Anchorage in September, 1997, to continue the work started by participants in the 1997 Bread Loaf-Juneau Institute, creating performance benchmarks for the new Alaskan standards in language arts. Attending the Standards in Action Forum, which was held that week in Anchorage and sponsored jointly by the state Department of Education and the University of Alaska-Southeast, allowed the new members of the Alaska BLRTN to meet face-to-face with veteran Fellows, many of whom were recently back from summer experiences in Vermont, New Mexico, and Oxford. As one Juneau Institute participant said, "It is like being taken home to meet the new in-laws." It is an apt simile, as often the discussion sounded like a family argument. In Alaska, BLRTN Fellows and associates number fifty-four now, and the challenge remains in keeping the conversation going over distances that make gathering together rare occurrences.

Alaska Fellows are facing a watershed year, working with DOE administrators on the complex process of creating the performance benchmarks for the standards, and participating in the administration of a statewide writing assessment in a region that offers wide diversity of languages, communities, and cultures. We have some notable advantages: seasoned teachers, experienced in both urban and bush schools, the addition of university level teachers to our network, and the interest and support of many district principals. Difficulties remain, primarily in the differences that can seem insurmountable.

Although face-to-face meeting of the entire BLRTN in Alaska is difficult to schedule, small groups gathering in south-central and southeast Alaska are likely possibilities, as we continue to work in conferencing, exploring new curricular options, and functioning as a team at the state level.

Arizona

The first Arizona BLRTN meeting of the year was held in October on the Navajo Reservation at Ganado Intermediate School, Ganado, Arizona. The meeting was well-attended by Fellows and associates of BLRTN from the northern regions, as well as New Mexico. Telecommunications Director Rocky Gooch and Bread Loaf Director Jim Maddox attended the meeting, which was hosted by Ganado principal Susan Stropko and Fellows Nancy Jennings and Judy Tarantino. The next formal Arizona meeting will be held following the conference of the Arizona English Teachers Association, in Tucson, on January 24. Jody McNelis will host the meeting. The most pressing issue for most Arizona teachers this year is assessment. Arizona is formulating a new assessment instrument which will be administered to every student in the state and will determination graduation for each student. Fortunately, for teachers and students involved in the BLRTN, Fellow Risa Udall is on the state committee writing the instrument.

Mississippi

Mississippi BLRTN Fellows are in the midst of an active year. The 1997 fall meeting was hosted by Bette Ford in late August in Hattiesburg at William Carey College. With the opening of school on everyone's mind, the meeting was focused on 1997-98 projects and Mississippi's important role in BLRTN. Those in attendance included BLRTN Coordinator Dixie Goswami, Telecommunications Director Rocky Gooch, and BLRTN Editor Chris Benson. Mississippi Fellows attending included Renee Moore, Bill Kirby, Brad Busbee, Patricia Parrish, Leslie Fortier, Myra Harris, Bill Clarke, and Sharon Ladner.

In late November Mississippi Fellows made their presence known in Detroit at the National Council of Teachers of English national convention. Renee Moore participated in two panels, "Teacher Research Networking" and "Bread Loaf Rural Teacher Network: Teachers and Students Online." With the aid of Myra Harris, Sharon Ladner collaborated with Roseanne Lara in a BLRTN project presentation "Identities, Memoirs, and American Dreams: A Cross-Age Writing and Literature Exchange Using Electronic Mail." Mississippi Fellows enjoyed attending a Bread Loaf gathering in Detroit hosted by Rocky Gooch.

The next meeting of Mississippi BLRTN will likely be in the northern part of the state (perhaps the Tupelo area) for a late spring meeting. Tentatively, Peggy Turner is scheduled to host the meeting.

New Mexico

Erika Brett hosted the New Mexico BLRTN fall meeting on October 25, 1997 at Hatch Middle School, Hatch, NM. In attendance from New Mexico were Susan Miera, Roseanne Lara, Erika Brett, Juanita Lavadie, and Arlene Mestas. Three Fellows from Arizona also attended: Vicki Hunt, Sylvia Saenz, and Ceci Lewis.

State moderator Susan Miera welcomed the group and encouraged Fellows to talk informally about the projects underway in their classrooms.

Erika Brett has served as consultant to several BLRTN Fellows in projects that combine literacy skills and quilting. Roseanne Lara showed her students' American Dream quilt. The quilt is composed of squares made by her students and Sharon Ladner's students in Mississippi. The quilt was exhibited during Roseanne and Sharon's presentation at NCTE in Detroit in November. Vicki Hunt brought her students' African American quilt. Vicki and Erika Brett will present this quilt project at NCTE in Albuquerque next spring.

Erika Brett spoke to the group about BLRTN's new role in documenting its work. The documentation is organized by project portfolios that include student and teacher reflections on the project.

Susan Miera spoke about methods and opportunities for publishing student writing both on line and in standard print format. Susan's telecommunication class provides other BLRTN classrooms with editing and layout services for student publications.

The possibility of producing a New Mexico/Arizona BLRTN Newsletter was discussed. The newsletter would come out twice a year and include articles representing schools where BLRTN Fellows teach in Arizona and New Mexico.

The next meeting of NM BLRTN will be hosted by Juanita Lavadie in Taos on April 25.

South Carolina

The South Carolina BLRTN met in November, 1997, at Mayo High School for Math, Science, and Technology in Darlington, SC. State moderator Monica Eaddy hosted the meeting. At the meeting, the SC BLRTN planned a heritage project involving students from eight middle and high schools across the state. The project, which will begin in early spring, is a collaborative, online cross-age study of family and community heritage.

The schools participating in the heritage project are located at both ends of the state and in the middle, including Pawleys Island, Hampton, Greenville, Pelion, Darlington, and Travelers Rest, and will be linked by computer conferencing. The project is currently being planned on line by the participating teachers, and students will soon join the discussion. Students will read excerpts of Dori Sanders' novel *Clover* as a means of learning how to research and write about their family and community heritage. As a capstone to the project, a celebration will be held for participating students at the Penn Center on St. Helena Island, S.C. Rich in South Carolina history and heritage, the Penn Center in the 1860s became the site of the first school for African Americans in South Carolina.

Vermont

In their meetings during the fall of 1997, the Vermont BLRTN focused on methods that motivate students in their classrooms. At their meetings, Fellows shared learning materials that have proven successful with students. The state of Vermont requires all curriculum to be based on the New Standards, and Fellows are developing materials that meet the requirements.

Rob Baroz received a grant from The Spencer Foundation to initiate teacher practitioner research in his classroom. Shirley Brice Heath is a consultant to the project, and two of Rob's students, Sahir Kalim and Elizabeth Rocheleau, have assumed research responsibilities in the project. As part of their research, they will survey BLRTN teachers on line in the near future. Equipment purchased with grant funds for Rob's project includes PZM microphones that record up to 20 feet away and a transcribing machine. Rob invites all BLRTN Fellows to visit this exciting class.

Sally Zitzmann is in Romania for the year on a Fulbright exchange. Several Vermont Fellows are considering international writing exchanges with Sally's students.

Moira Donovan, Ellen Temple, and Rob Baroz (also serving as editorial consultant) are contributors to the special spring/summer issue of *BLRTN Magazine* on teacher research.

Setting benchmarks for student performance was discussed at the meetings. Kate Carroll at Middlebury Union High School is developing writing across the curriculum by creating benchmarks using the University of Vermont Writing Contest pieces. Moira Donovan, as Department Head this year, is being asked to create benchmarks for her school's English curriculum. Other topics of discussion included structuring individualized reading and writing programs, developing writing units according to state standards, and reviewing the results from the New Standards test.

Kurt Broderson has set up a hyperstudio (video, audio, stills, etc.) to demonstrate teacher and student online conferences. He has used this project at district in-services to teach colleagues how to set up a telecommunications conference, how to navigate the Web, and how to showcase successful student projects.

Sue Locarno shared the "Friendly Feedback" evaluation form, which gives students an opportunity to provide teachers with input about their learning experiences (it's not used for teacher evaluation). The evaluation system is voluntary and emphasizes a teacher's goal to improve student learning environments.

At the Vermont BLRTN meetings there was much talk about state-mandated standards. Ellen Temple shared a "progress report" that her school uses which emphasizes a curriculum summary and defines the standards students meet in the curriculum. Which standards are met in each grade level requires a complex discussion. The major question Vermont teachers raise in the standards discussion is "How do I assess this?" ❦

Selected Resources on Technology and Education

Most of the following references are selected from the resource section of The Nearness of You: Students and Teachers Writing Online *(New York: Teachers & Writers Collaborative, 1996).* The Nearness of You *is edited by Christopher Edgar and Susan Nelson Wood and includes an introduction by Dixie Goswami and Rocky Gooch and chapters by several teachers associated with the Bread Loaf Rural Teacher Network.*

Books

Beckner, W. and B. O. Barker. *Technology in Rural Education.* Bloomington, Indiana: Phi Delta Kappa, 1994. Makes the case for technology (especially telecommunications) as a tool for overcoming geographic isolation.

Birkerts, S. *The Gutenberg Elegies: The Fate of Reading in an Electronic Age.* New York: Fawcett Columbine, 1994. Takes a stand against the impact of electronic technology.

Bruce, B. C., J. K. Peyton, and T. Baston. *Network-based Classrooms: Promises and Realities.* Cambridge and New York: Cambridge University Press, 1993. Covers writing and computer networking.

Christian, Scott. *Exchanging Lives: Middle School Writers Online.* Urbana, Illinois: National Council of Teachers of English, 1997. Analyzes several categories of student writing online, emphasizing the social construction of discourse.

Harasim, L. M., ed. *Online Education: Perspectives on a New Environment.* New York: Praeger, 1990. Provides a range of perspectives for understanding the educational applications of computer networks and email.

Hiltz, S. R. *The Virtual Classroom: Learning without Limits via Computer Networks.* Norwood, NJ: Ablex, 1994. Describes an online mathematics course.

Means, B. *Technology and Education Reform: The Reality Behind the Promise.* San Francisco: Jossey-Bass Publishers, 1994. Takes an international perspective on innovations and educational change.

Papert, S. *The Children's Machine: Rethinking School in the Age of the Computer.* New York: BasicBooks, 1993. Presents notions of educational change in clear, readable style.

Raizen, S. A., P. Sellwood, R. D. Todd, and M. Vickers. *Technology Education in the Classroom: Understanding the Designed World.* San Francisco: Jossey-Bass, 1995. Examines curriculum standards and supports education reform efforts.

Reagan, S. B., T. Fox, and D. Bleich. *Writing With: Toward New Identities for Students and Teachers.* New York: Longmans, 1994. Explores collaboration and the social constructions of discourse.

Rheingold, H. *The Virtual Community: Homesteading on the Electronic Frontier.* New York: Addison-Wesley, 1993. A book about the human potential of life online.

Roberts, N., G. Blakeslee, M. Brown, and C. Lenk. *Integrating Telecommunications into Education.* Englewood Cliffs, NJ: Prentice Hall, 1990. A somewhat dated but useful resource for creating "global" classrooms in different disciplines.

Selfe, C. L., and S. Hilligoss, eds. *Literacy and Computers: The Complications of Teaching and Learning with Technology.* New York: Modern Language Association, 1994. Explores issues of literacy and issues of technology, using clear examples.

Turkle, S. *The Second Self: Computers and the Human Spirit.* New York: Simon & Schuster, 1990. Considers the psychological aspects of the computer age.

Tuman, M. C. *Word Perfect: Literacy in the Computer Age.* London: Falmer Press, 1992. Defines "literacy" as it is being shaped by hypertext and telecommunications.

Tuman, M. C. *Literacy Online: The Promise (and Peril) of Reading and Writing with Computers.* Pittsburgh and London: University of Pittsburgh Press, 1992. A collection of stimulating essays on computers, literature, hypertext, multimedia, and the future.

Special Publications

"Connecting Children to the Future: A Telecommunications Policy Guide for Child Advocates." The Center for Media Education, 1511 K Street NW, Suite 518, Washington DC 20005. CME also publishes InfoActive Kids, a newsletter to educate the public about critical media issues, especially as they affect young people.
Email: cme@cme.org.
Website: www.cme.org/cme.

"Integrating Technology into Teaching." *Educational Leadership.* Volume 55, No. 3, November, 1977.

"Special Technology Section: The Wave of the Future." *Teacher Magazine.* January, 1998.

"Technology Counts: Schools and Reform in the Information Age." *Education Week.* vol. XVII, No. 11, November 10, 1997.

What's at Stake: Defining the Public Interest in the Digital Age. The Benton Foundation. An important resource on how to use technology in service to the community. Contact the foundation at 1634 EYE Street, NW, 12th Floor, Washington DC, 20006 for a free information-packed publication.

Online Resources

The following World Wide Web resources were compiled by Bram Moreines and John Ruttner of the Institute for Learning Technologies, Columbia University, and Jordan Davis of Teachers & Writers Collaborative. **A word of warning: because of the changing nature of the Web, the addresses of these sites may not remain current. For a continually updated version of these resources, we suggest that you link to them through the following homepages:**

http://www.twc.org/tmhot.html

or

http://www.ilt.columbia.edu/K12/livetext/index.html
http://www.ilt.columbia.edu/K12/livetext/resources.html
http://www.ilt.columbia.edu/K12/livetext/english.html
http://www.ilt.columbia.edu/K12/livetext/poetry.html

Language Arts Curricula & Pedagogy

(Note: names in parentheses indicate the Web site author or host.)

Humanities in Cyberspace
http://www.teleport.com/~cdeemer/humanities.html
(Deemer) A hypertext discourse on the Internet's role in changing teaching and scholarship, by a playwright and hypertext author.

Teachers & Writers Collaborative
http://www.twc.org/tmmain.htm
(Teachers & Writers Collaborative) Keep your eye on this beautifully designed site for resources on teaching writing and ways to connect to T&W projects.

On-Line Writing Lab
http://owl.english.purdue.edu/
(Purdue) Lots of information that will help you with your writing: how to avoid sexist language, fix run-on sentences, put together a good résumé, or follow MLA (or APA) format for citing your sources. The site also offers listings of writing materials and Writing Labs on the Internet.

The Global Campfire Home Page
http://www.indiana.edu/~eric_rec/fl/pcto/campfire.html
(Indiana) "Since the dawn of time, humans have entertained themselves and each other telling and retelling stories. You are invited to take part in this ritual that is as old as humanity itself. Read one of the stories that interests you, add the next part, and check back later."

Monster Exchange Program
http://www.njcommunity.org/brunner/projects/monster.htm
(Brian Maguire's fourth grade class, Heritage Heights Elementary, Amherst, N.Y., and Sherry Devlin's fifth grade class, Brunner Elementary, Scotch Plains, N.J.) An example of how the Internet can help engage children in activities designed to develop basic skills through inter-classroom projects.

On-line Libraries

Alex (Gopher)
gopher://rsl.ox.ac.uk:70/11/lib-corn/hunter
(Oxford) Alex allows users to find and retrieve the full text of documents on the Internet. It currently indexes over 700 books and shorter texts by author and title, incorporating texts from Project Gutenberg, Wiretap, the On-line Book Initiative, the Eris system at Virginia Tech, the English Server at Carnegie-Mellon University, and the online portion of the Oxford Text Archive.

Anamnesis
http://www.jhu.edu/~english/anamnesis/
(Johns Hopkins) This interface provides access to over 300 authors and over 3000 of their novels, essays, poems, and treatises, located in various archives all over the Internet.

New Bartleby (Project)
http://www.columbia.edu/acis/bartleby/
(Columbia) Academically scrutinized editions of classic works for readers and scholars.

Children's Literature Web Guide
http://www.ucalgary.ca/~dkbrown/index.html
(Calgary) An astoundingly complete reference, with links to all kinds of resources.

Bibliomania
http://www.bibliomania.com
(Datatext) Online library of out-of-copyright classic fiction.

Gutenberg (Project)
http://www.hensa.ac.uk/literary/gutenberg.html
An effort to create a hypertext catalogue of all books stored as electronic text on the Internet.

The Modern English Collection
http://etext.lib.virginia.edu/modeng.browse.html
(Virginia) A long list of locally digitized electronic texts, annotated and with illustrations.

Online Books
http://www.cs.cmu.edu:8001/Web/books.html
(Carnegie-Mellon) A state-of-the-art electronic text finder and language resource meta-list.

Language Arts Index Sites

The English Server
http://english-server.hss.cmu.edu/
(Carnegie-Mellon) Carnegie-Mellon's student-administered server to English literature and language arts. A top-flight resource.

The Written Word
http://www-hpcc.astro.washington.edu/scied/word.html
(Washington) An online English server.

Teachers & Writers Collaborative's On-Line Residency
http://pindar.ilt.columbia.edu/twc/
(ILT/Columbia) In collaboration with a T&W poet, poetry students from New York's School for the Physical City are creating multimedia exhibitions of their work. Visit the SPC Poetry Page showcasing student performances using RealAudio software and digitized video clips.

Poets
http://www.yahoo.com/Arts/Humanities/Literature/Poetry/Poets/
(Yahoo Index) Poetry listed by author.

Poetry
http://www.yahoo.com/Arts/Humanities/Literature/Poetry/
(Yahoo Index) Poetry listed by poem title.

1998 Bread Loaf Course Listings

Vermont Campus, Ripton, VT

Group I (Writing and the Teaching of Writing)
Language, Culture, and the Development of Literacy (Jacqueline Jones Royster with Dixie Goswami)
Poetry Writing (Paul Muldoon)
Poetry Writing (Carole Oles)
Fiction Writing (David Huddle)
Rhetorical Theory and Practice (Andrea Lunsford)
Histories and Theories of Writing (Andrea Lunsford)
Playwriting (Dare Clubb)
The Sense of Language: Narrative, Genre, and Performance (Shirley Brice Heath with Harry Elam)
Memory, Writing, and Gender (Jacqueline Jones Royster)

Group II (English Literature through the Seventeenth Century)
Major Poems of Geoffrey Chaucer (John Fleming)
Power and Disguise in Shakespeare (Susanne Wofford)
Shakespeare's Comedies in Performance (John Wilders)
Spenser, Milton and the Idea of Epic (Susanne Wofford)

Group III (English Literature since the Seventeenth Century)
Modern Irish Drama (Michael Cadden)
Romantic Poetry and Its Inheritors (Robert Pack)
On Looking: Victorian Literature and the Visual Imagination (Jennifer Green-Lewis)
The "Other" England in the Victorian Period (Margery Sabin)
Victorian Poetry (and Some Very Good Prose, Too) (Jonathan Freedman)
Bloomsbury, Modernism, and the Metropolis (Sara Blair)
Modernist Literature in England and Ireland (Victor Luftig)

Group IV (American Literature)
American Civilization and Its Discontents (Bryan Wolf)
Contemporary American Short Story (David Huddle)
Modern American Poetry (Robert Stepto)
The African American Literary Aesthetic (Valerie Babb)
Race and the Formation of Nineteenth-Century American Literature (Valerie Babb)

Group V (World Literature)
The Novel in Europe (Michael Wood)
Dante's *Divine Comedy* (John Fleming)
Literature, Film, and Philosophy (Michael Wood)
The Literature of Double Heritages (Shirley Brice Heath with Harry Elam)
The English Bible (Kevin Dunn)
From Page to Stage: Three Theatrical Styles (Michael Cadden and Alan MacVey)
Literary Modernism: Woolf, Faulkner, Morrison, and Latin American Narrative (Jacques Lezra)

Group VI (Theater Arts)
Acting Workshop (Carol MacVey)
Dramaturgy: Analysis and Collaboration (Morgan Jenness and Oskar Eustis)

Lincoln College, Oxford

Group I (Writing and the Teaching of Writing)
Imagination, Culture, and Dialogue in the Teaching of Writing: A Britain-United States Comparison (Courtney Cazden)

Group II (English Literature through the Seventeenth Century)
Shakespeare in His Time (Dennis Kay)
Poetry and Religious Change in Tudor-Stuart England (Peter McCullough)
Shakespeare: On the Page and on the Stage (Robert Smallwood and Nigel Wood)
Chaucer (Douglas Gray)
Renaissance Romance (Peter McCullough)
Reading Elizabethan Culture (Dennis Kay)

Group III (English Literature since the Seventeenth Century)
Wordsworth and Coleridge (Seamus Perry)
Nineteenth-Century Fiction and the Meaning of Space (Isobel Armstrong)
James Joyce (Jeri Johnson)
Romanticism and Modernism in British Poetry, 1910-1965 (Seamus Perry)
Studies in English Fiction: from Max Beerbohm to David Lodge (Stephen Donadio)
Virginia Woolf (Jeri Johnson)

Group V (World Literature)
Colonial and Postcolonial Fiction (Robert Young)

Native American Preparatory School, Rowe, NM

Group I (Writing and the Teaching of Writing)
Poetry Writing (Luci Tapahonso)
Cultures of the American Southwest (John Warnock)
Rewriting a Life: Teaching Revision as a Life Skill (Tilly Warnock)

Group II (English Literature through the Seventeenth Century)
Chaucer (Claire Sponsler)
Contemporary Critical Issues in Shakespeare (Bruce Smith)
Teaching, Reading (and Enjoying) Poetry (Bruce Smith)

Group III (English Literature since the Seventeenth Century)
Teaching, Reading (and Enjoying) Poetry (Bruce Smith)
Fiction into Film (Kate Flint)

Group IV (American Literature)
American Indian Literatures: Writers of the Southwest (Luci Tapahonso)
Chicano/a Literature (Gabriel Melendez)
Theory and Method: Readings in Border Autobiography (Gabriel Melendez)

Group V (World Literature)
Crossing Cultures: Contemporary Women's Writing (Kate Flint)
Introduction to Cultural Studies (Claire Sponsler)

University of AK, Southeast

Group I (Writing and the Teaching of Writing)
Writing and the Sense of Place (John Elder)

Group II (English Literature through the Seventeenth Century)
Shakespeare and the "Wilderness" (Emily Bartels)

Group IV (American Literature)
Native American Literature (Lucy Maddox)

For more information about the Bread Loaf School of English and its programs, please write or call:

Elaine Lathrop
The Bread Loaf School of English
Middlebury College
Middlebury, Vermont 05753
PHONE: (802) 443-5418
FAX: (802) 443-2060
BLSE@breadnet.middlebury.edu

Rural Teacher Fellows

Since 1993, the following rural teachers have received fellowships to study at the Bread Loaf School of English through generous support of the DeWitt Wallace-Reader's Digest Fund, the Education Foundation of America, the Annenberg Rural Challenge, and Middlebury College.

Fellow	School	School Address
Alaska		
Christa Bruce	Schoenbar Middle School	217 Schoenbar Rd., Ketchikan AK 99901
Robert J. Buck	Wrangell High School	P.O. Box 651, Wrangell AK 99929
Patricia Carlson	Lathrop High School	901 Airport Way, Fairbanks AK 99701
Scott Christian	University of Alaska-Southeast	Bill Ray Center, 1108 F St., Juneau AK 99801
JoAnn Ross Cunningham	Haines High School	P.O. Box 1289, Haines AK 99827
Hugh C. Dyment	Bethel Regional High School	P.O. Box 1211, Bethel, AK 99559
Pauline Evon	Kwethluk Community School	Kwethluk AK 99621
Allison Holsten	Palmer High School	1170 W. Arctic, Palmer AK 99645
M. Heidi Imhof	Ella B. Vernetti School	P.O. Box 70, Kayukuk AK 99754
David Koehn	Barrow High School	P.O. Box 960, Barrow, AK 99723
Joe Koon	Bethel Regional High School	P.O. Box 1211, Bethel, AK 99559
Danielle S. Lachance	Hydaburg City Schools	P.O. Box 109, Hydaburg AK 99922
Sandra A. McCulloch	Rocky Mountain School	P.O. Box 49, Goodnews Bay AK 99589
Taylor McKenna	Schoenbar Middle School	217 Schoenbar Rd., Ketchikan AK 99901
Rod Mehrtens		3760 Carefree Dr., Wasilla AK 99654
Karen Mitchell	University of Alaska-Southeast	10012 Glacier Hwy., Juneau AK 99801
Natasha J. O'Brien	Ketchikan High School	2610 Fourth Ave., Ketchikan AK 99901
Mary Olsen	Sand Point High School	P.O. Box 269, Sand Point AK 99661
Prudence Plunkett	Houston Junior/Senior High School	P.O. Box 521060, Big Lake AK 99652
Sandra Porter	Susitna Valley Junior/Senior High School	P.O. Box 807, Talkeetna AK 99676
Rosie Roppel	Schoenbar Middle School	217 Schoenbar Rd., Ketchikan AK 99901
Dianna Saiz	Floyd Dryden Middle School	Juneau, AK 99801
Sheri Skelton	Shishmaref School	General Delivery, Shishmaref AK 99772
Patricia A. Truman	Palmer Junior Middle School	1159 S. Chugach, Palmer AK 99645
Kathleen Trump	Susitna Valley Junior/Senior High School	P.O. Box 807, Talkeetna AK 99676
Linda Volkman	Colony Middle School	HCO 1 Box 6064, Palmer AK 99645
Trevan Walker	Ketchikan High School	2610 Fourth Ave., Ketchikan AK 99901
Claudia Wallingford	(formerly of) Gruening Middle School	9601 Lee Street, Eagle River AK 99577
Arizona		
Priscilla Aydelott	Monument Valley High School	P.O. Box 337, Kayenta AZ 86033
Timothy Aydelott	Monument Valley High School	P.O. Box 337, Kayenta AZ 86033
Sylvia Barlow	Chinle Jr. High School	P.O. Box 587, Chinle AZ 86503
Sabra Beck	Marana High School	12000 Emigh Rd., Marana AZ 85653
Celia Concannon	Nogales High School	1905 Apache Blvd., Nogales AZ 85621
Jason A. Crossett	Flowing Wells High School	Tucson Arizona 85705
Chad Graff	(formerly of) Monument Valley High School	P.O. Box 337, Kayenta AZ 86033
Amethyst Hinton	Catalina Foothills High School	4300 East Sunrise Drive, Tucscon, AZ 85718
Vicki V. Hunt	Peoria High School	11200 N. 83rd Ave., Peoria AZ 85345
Beverly Jacobs	Marana High School	12000 Emigh Rd., Marana AZ 85653
Nancy Jennings	Ganado Intermediate School	P.O. Box 1757, Ganado AZ 86505
Cecelia Lewis	Buena High School	3555 Fry Blvd., Sierra Vista AZ 85635
Jill Loveless	Globe Junior High School	501 E. Ash St., Globe AZ 85501
James Lujan	Ganado Intermediate School	P.O. Box 1757, Ganado AZ 86505
Jody K. McNeils	Academy at Santa Cruz Valley Union H. S.	9th and Main St., Eloy AZ 85231
Kevin T. McNulty	Calabasas Middle School	220 Lito Galindo, Rio Rico AZ 85648
Janet Olson	(formerly of) Chinle Elementary School	P.O. Box 587, Chinle AZ 86503
Robin Pete	Ganado High School	P.O. Box 1757, Ganado AZ 86505
Sylvia Saenz	Sierra Vista Middle School	3535 E. Fry Blvd., Sierra Vista AZ 85635
Stephen Schadler	Rio Rico High School	1220 Lito Galindo, Rio Rico, AZ 85648
Karen Snow	Ganado Primary School	P.O. Box 1757, Ganado AZ 86505
Nan Talahongva	Hopi Junior/Senior High School	P.O. Box 337, Keams Canyon AZ 86034
Judy Tarantino	Ganado Intermediate School	P.O. Box 1757, Ganado AZ 86505
Edward Tompkins	Lake Havasu High School	2675 Palo Verde Blvd., Havasu City AZ 86403
Risa Udall	St. Johns High School	P.O. Box 429, St. Johns AZ 85936
John Zembiec	(formerly of) Chinle Junior High School	P.O. Box 587, Chinle AZ 86503
Mississippi		
Brad Busbee	Ocean Springs High School	406 Holcomb Blvd, Ocean Springs MS 39564
William J. Clarke	Shivers Junior High School	P.O. Box 607, Aberdeen MS 39730

Leslie Fortier	Jones Junior High School	1125 N. 5th Ave., Laurel, MS 39440
Carolyn Hardy	R. H. Watkins High School	1100 W. 12th St., Laurel MS 39440
Myra Harris	Pascagoula High School	2903 Pascagoula St., Pascagoula MS 39567
William E. Kirby	North Forrest High School	693 Eatonville Rd., Hattiesburg, MS 39401
Sharon Ladner	Pascagoula High School	2903 Pascagoula St., Pascagoula MS 39567
Renee Moore	East Side High School	601 Wiggins Ave., Cleveland MS 38732
Terri Noonkester	(formerly of) Hawkins Junior High School	523 Forrest St., Hattiesburg MS 39401
Patricia Parrish	Sumrall Attendance Center	P.O. Box 187, Sumrall MS 39482
Patsy Pipkin	Oxford Junior High School	409 Washington Ave., Oxford MS 38655
Peggy Turner	Saltillo High School	Box 460, Saltillo, MS 38866
Penny Wallin	Jones Junior High School	1125 N. 5th Ave., Laurel MS 39440

New Mexico

Kim Bannigan		205 Bryn Mawr SE, Albuquerque NM 87106
Wendy Beserra	Deming Public Schools	501 W. Florida, Deming, NM 88030
Erika Brett	Hatch Middle School	P.O. Box 790, Hatch NM 87937
Dorothy I. Brooks	(formerly of) Ojo Amarillo Elementary School	P.O. Box 768, Fruitland NM 87416
Ann Eilert	(formerly of) Los Alamos High School	300 Diamond Dr., Los Alamos NM 87544
Nona Edelson	Hopi Junior/Senior High School	P.O. Box 337, Keams Canyon AZ 86034
Emily Graeser	(formerly of) Twin Buttes High School	P.O. Box 680, Zuni NM 87327
Annette Hardin	Truth or Consequences Middle School	P.O. Box 952, Truth or Consequences NM 87901
Diana Jaramillo	Pojoaque High School	Pojoaque Station, Santa Fe NM 87501
Susan Jesinsky	(formerly of) Santa Teresa Middle School	P.O. Box 778, Santa Teresa NM 88008
John Kelly	Shiprock High School	P.O. Box 6003, Shiprock NM 87420
Carol Ann Krajewski	Pecos Elementary School	Box 368, Pecos NM 87522
Roseanne Lara	Gadsden Middle School	Rt. 1, Box 196, Anthony NM 88021
Juanita Lavadie	Taos Day School	P.O. Drawer X, Taos NM 87571
Timothy Lucero	Robertson High School	5th & Friedman Streets, Las Vegas NM 87701
Carlotta Martza	Twin Buttes High School	P.O. Box 680, Zuni NM 87327
Theresa Melton	Tse'Bit'ai Middle School	P.O. Box 1873, Shiprock NM 87420
Arlene Mestas	Bernalillo High School	P.O. Box 640, Bernalillo NM 87004
Susan Miera	Pojoaque High School	Pojoaque Station, Santa Fe NM 87501
Gary Montaño	Carlsbad High School	408 N. Canyon, Carlsbad NM 88220
Tamarah Pfeiffer	Tohajiilee High School	Box 3438, Canoncito, NM 87026
Jane V. Pope	Lovington High School	701 W. Avenue K, Lovington NM 88260
Virginia Rawlojohn	Estancia High School	P.O. Box 68, Estancia NM 87016
Stan Renfro	Wingate High School	P.O. Box 2, Fort Wingate NM 87316
Zita Schlautmann	Bernalillo High School	Box 640, Bernalillo NM 8704
Norma Sheff	Hatch Elementary School	Hatch NM 87937
Philip Sittnick	Laguna Middle School	P.O. Box 268, Laguna NM 87026
Lauren Thomas Sittnick	Laguna Middle School	P.O. Box 268, Laguna NM 87026
Bruce R. Smith	Crownpoint Junior/Senior High School	P.O. Box 700, Crownpoint NM 87313
Marilyn Trujillo	Taos Day School	P.O. Drawer X, Taos NM 87571
Michelle Wyman-Warren	Mountainair High School	P.O. Box 456, Mountainair NM 87036

South Carolina

Janet Atkins	Greenville County School District	301 Camperdown, Box 2848, Greenville, SC 29602
Michael Atkins	North District Middle School	P.O. Box 368, Varnville SC 29944
Polly E. Brown	Belton-Honea Path High School	11000 Belton Hwy., Honea Path SC 29654
Victoria Chance	Travelers Rest High School	115 Wilhelm Winter St. Travelers Rest SC 29690
Raymond Cook	Socastee High School	4900 Socastee Blvd., Myrtle Beach SC 29575
Ginny DuBose	Waccamaw High School	2688 River Rd., Pawleys Island SC 29585
Monica M. Eaddy	Mayo H. S. for Math, Science &Technology	405 Chesnut St., Darlington SC 29532
Barbara Everson	Belton-Honea Path High School	11000 Belton Hwy., Honea Path SC 29654
Doris Ezell-Schmitz	Chester Middle School	112 Caldwell St., Chester SC 29706
Anne Gardner	Georgetown High School	P.O. Box 1778, Georgetown SC 29442
Joyce Summerlin Glunt	(formerly of) Hunter-Kinard-Tyler High School	Box 158, Norway SC 29113
Linda Hardin	Beck Academy of Languages	302 McAlister Rd., Greenville SC 29607
Tracy Hathaway	Robert Smalls Middle School	43 Alston Rd., Beaufort SC 29902
Priscilla E. Kelley	Pelion High School	P.O. Box 68, Pelion SC 29123
Nancy Lockhart	Homebound Tutor, Colleton School District	P.O. Box 290, Walterboro SC 29542
Robin McConnell	Calhoun Falls High School	Edgefield St., Calhoun Falls SC 29628
Carolyn Pierce	Cheraw High School	649 Chesterfield Hwy., Cheraw SC 29520
Jim Schmitz		230 Miller St. Rock Hill SC 29730
Betty Slesinger	Irmo Middle School	6051 Wescott Rd., Columbia SC 29212
Elizabeth V. Wright	Ronald E. McNair Junior High School	Carver Street, Lake City SC 29560

Vermont

Kurt Broderson	Mt. Abraham Union High School	9 Airport Drive, Bristol, VT 05443
Mary Burnham	Waits River Valley School	Rt 25, East Corinth VT 05040
Mary Ann Cadwallader	Mill River Union High School	Middle Road, North Clarendon VT 05773

Katharine Carroll	Middlebury Union High School	Charles Ave., Middlebury VT 05753
Moira Donovan	Peoples Academy	Morrisville VT 05661
Jane Harvey	Brattleboro Union High School	50 Fairground Rd., Brattleboro VT 05301
Margaret Lima	Canaan Memorial High School	1 School St., Canaan VT 05903
Suzane Locarno	Hazen Union School	Main Street, Hardwick, VT 05843
Judith Morrison	Hinesburg Elementary/Middle School	Hinesburg VT 05461
Bill Rich	Colchester High School	Laker Lane, Colchester Vermont 05446
Ellen Temple	Camel's Hump Middle School	Brown Trace Rd., Richmond VT 05477
Vicki L. Wright	Mt. Abraham Union High School	7 Airport Dr., Bristol VT 05753
Carol Zuccaro	St. Johnsbury Academy	Main Street, St. Johnsbury VT 05819

At Large

Jane Caldwell	Board of Cooperative Educational Services	Dix Ave., Hudson Falls NY 12839
Mary Juzwik	Bridge School	Boulder CO 80303
John Morse		135 Prospect St., Providence RI 02906
John Rugebregt	Mendocino High School	P.O. Box 226, Mendocino, CA 95460
Janet A. Tracy		949 Granby Way, Aurora CO 80012
Patricia Watson	Floyd County Schools	Prestonburg, KY 41653

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